

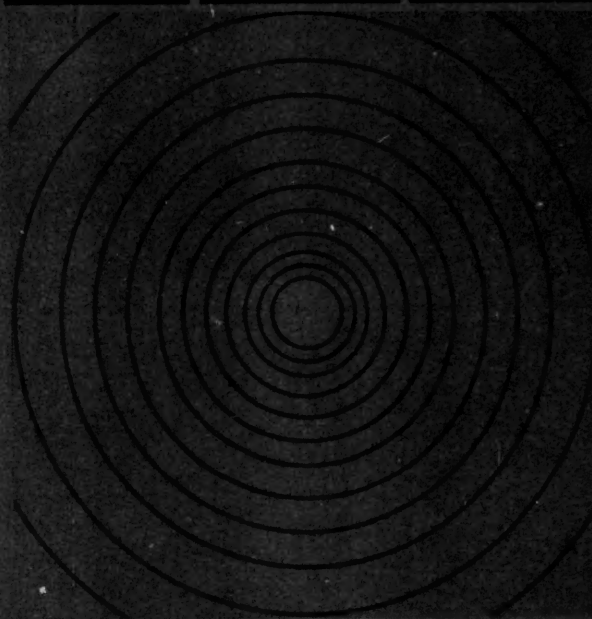
ISSN 0098-0897

Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

FEBRUARY 1978
VOLUME 13 • NUMBER 2

ERIC
RIE



ED 143 766-145 073

Subscriptions to Resources in Education:

Send check or money order (no stamps) to

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Annual Subscriptions	Journal	Semiannual Indexes
Domestic	\$42.70 (12 issues)	\$18.00 (2 volumes)
Foreign	\$53.40 (12 issues)	\$22.50 (2 volumes)
Single Issues		
Domestic	\$ 3.60 per issue	\$ 9.00 per volume
Foreign	\$ 4.50 per issue	\$11.25 per volume

Special Announcements

Beginning with the January 1978 issue of RIE, the covers and introductory material have been redesigned to improve its appearance and to better present essential information for the users.

Material for this publication was processed for Linotron printing by Operations Research Incorporated (ORI), under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget, July 1, 1977. Contents do not necessarily reflect official National Institute of Education policy.

RESOURCES IN EDUCATION

ED 143 766-145 073

February 1978

Volume 13 • Number 2



Contents

Introduction 1

DOCUMENT SECTION

Sample Resume 4

Document Resumes 5

INDEX SECTION

Subject Index 193

Author Index 297

Institution Index 319

Clearinghouse Number/ED Number Cross Reference Index 337

NEW THESAURUS TERMS (added since last edition) 343

HOW TO ORDER:

ERIC Documents (from ERIC Document Reproduction Service) 345

Resources in Education (from Government Printing Office) 347

Other ERIC Products:

Current Index to Journals in Education

Thesaurus of ERIC Descriptors

ERIC Bibliographies

Cumulations of RIE

ERIC Magnetic Tapes (ERICTAPES)

ERICTOOLS

Selected Acronyms

BT	—Broader Term
CH	—Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	—Compiler
DHEW	—Department of Health, Education, and Welfare
Ed.	—Editor
ED	—Accession Number Prefix (ERIC Document)
EDRS	—ERIC Document Reproduction Service
ERIC	—Educational Resources Information Center
GPO	—Government Printing Office
HC	—Hardcopy (i.e. reproduced paper copy)
MF	—Microfiche
NIE	—National Institute of Education
NT	—Narrower Term
OE	—Office of Education
RIE	— <i>Resources in Education</i>
RT	—Related Term
SN	—Scope Note
UF	—Used For

Cataloging in Publication

Resources in education.

Washington, U. S. Dept. of Health, Education, and Welfare,
National Institute of Education,

v. 27 cm. monthly.

Continues: Research in education.

Vols. for prepared by the Educational Resources
Information Center.
ISSN 0098-0897

1. Educational Research—Bibliography. 2. Education—Bibliography. I.
Educational Resources Information Center.

Z5813.R4

016.370'78

75-644211

Introduction

Resources in Education (RIE)—A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
Department of Health, Education, and Welfare
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, and Institution.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in either microfiche (MF) or hard copy (HC). The price per document is based on the number of pages and is subject to change over time. Current price information for documents, microfiche, and subscriptions to microfiche collections, is to be found on the page entitled "How To Order ERIC Documents," in the most recent issue of RIE.

How To Submit Documents to ERIC: If you have documents which you would like to have considered for announcement in *Resources in Education (RIE)*, you should send clear, legible copies (in duplicate, if possible) to the sponsor's address above.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy and Microfiche, or Microfiche only.

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is \$42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled "How to Subscribe to *Resources in Education*."

Summary of the Report

The purpose of this report is to provide a summary of the findings and conclusions of the study conducted by the research team. The study was designed to investigate the effects of various factors on the performance of the system under test. The results of the study indicate that the system performs well under most conditions, but there are some areas where improvement is needed. The research team has identified several key areas for future work, including the development of more robust algorithms and the implementation of more effective data collection methods. The findings of this study will be used to inform the design and development of the next generation of the system, ensuring that it is able to meet the requirements of the users and the needs of the organization.

The study was conducted over a period of six months, during which time the research team collected and analyzed a large amount of data. The data was collected from a variety of sources, including the system logs, user feedback, and external data sources. The analysis of the data revealed that the system performs well under most conditions, but there are some areas where improvement is needed. The research team has identified several key areas for future work, including the development of more robust algorithms and the implementation of more effective data collection methods. The findings of this study will be used to inform the design and development of the next generation of the system, ensuring that it is able to meet the requirements of the users and the needs of the organization.

The research team has identified several key areas for future work, including the development of more robust algorithms and the implementation of more effective data collection methods. The findings of this study will be used to inform the design and development of the next generation of the system, ensuring that it is able to meet the requirements of the users and the needs of the organization.

Document Reference

SAMPLE RESUME ENTRY

The following is a sample resume entry for a position in the field of document reference. The entry is structured to provide a clear and concise overview of the candidate's qualifications and experience.

Document Reference

The candidate has a strong background in document reference, with a focus on providing accurate and timely information to clients. They have a proven track record of managing large volumes of data and ensuring the integrity of the information.

Key Skills:

- Strong attention to detail and accuracy.
- Excellent communication and interpersonal skills.
- Proficiency in document management systems and software.
- Ability to work independently and as part of a team.

Experience:

The candidate has worked for several years in a document reference role, where they were responsible for providing information to clients and managing the document lifecycle. They have a deep understanding of the industry and the needs of clients.

Education:

The candidate holds a Bachelor's degree in a related field, which provides them with a solid foundation in the principles of document reference.

References:

References are available upon request, providing further insight into the candidate's qualifications and performance.

DOCUMENT SECTION

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining document.

EDRS—availability through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy, i.e., reproduced paper copy. When described as "Not Available From EDRS", alternate sources are cited above. Prices are subject to change; for latest price schedule see page on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS: MF-\$0.83 HC-\$7.35

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse accession number.

CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's initials.

Document Resumes

5

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
CE—Career Education.....	5	PS—Early Childhood Education.....	129
CG—Counseling and Personnel Services.....	25	RC—Rural Education and Small Schools.....	137
CS—Reading and Communication Skills.....	38	SE—Science, Mathematics, and Environmental Education.....	147
EA—Educational Management.....	58	SO—Social Studies/Social Science Education.....	155
EC—Handicapped and Gifted Children.....	72	SP—Teacher Education.....	168
FL—Languages and Linguistics.....	83	TM—Tests, Measurement, and Evaluation.....	171
HE—Higher Education.....	95	UD—Urban Education.....	179
IR—Information Resources.....	102		
JC—Junior Colleges.....	122		

CE

ED 143 766 CE 008 339

Elements of the Structure and Terminology of Agricultural Education in Japan.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—61p.; Contains some small type

Available from—UNESCO, 7, Place de Fontenoy, 75700 Paris, France (\$3.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Farmer Education, Agricultural Colleges, *Agricultural Education, Developed Nations, Educational History, *Elementary Secondary Education, Foreign Countries, Graduate Study, Junior Colleges, *Post Secondary Education, *Rural Extension, Social History, Vocabulary, Young Farmer Education Identifiers—*Japan

Agricultural education in Japan is treated in this study with special emphasis given to the relationship between agricultural education and the general system of education in view of the trend in many countries to develop closer links between them. The contents are divided into four main sections: (1) The scope and structure of agricultural education and training; (2) agricultural education at three school levels (first level, elementary; second level, secondary; third level, junior colleges, 4-year colleges, and graduate schools); (3) agricultural training within social education, and (4) farmers' training within agricultural extension services, including course outlines from training institutes especially established for the purpose of agricultural education. The study concludes with three pages of agricultural education terms (keyed to page numbers in the text) listed in both English and Japanese. (BL)

ED 143 767 CE 008 340

Agriculture and the Development Process: Tentative Guidelines for Teaching, Education and Rural Development—1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—277p.; Contains some small type

Available from—UNESCO Press, 7 Place de Fontenoy, 75700 Paris, France (\$10.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Production, Comparative Analysis, Developed Nations, Developing Nations,

Development, *Economic Development, *Integrated Curriculum, International Studies, *Rural Development, *Rural Education, *Social Development, Teaching Guides, Technological Advancement

Concerned with the application of science and technology to agriculture, this book is intended to be used as a reference for rural education groups and as a guide for teachers in an attempt to formulate a new approach to teaching rural economics by integrating it into the overall analysis of social and economic development. The book is divided into two parts with an introduction that presents a discussion of the inequalities in development. Part I analyzes the relationship between agriculture and underdevelopment. A discussion of the historical development precedes the following three chapters of part I: (1) Traditional agricultural societies and their transformation; (2) the socioeconomic organization of agriculture in the less developed countries; and (3) overall underdevelopment and agricultural underdevelopment. Part II analyzes the relationship between agriculture and development. A discussion of the structural representation and process of economic transformation precedes the four chapters of part II which include (1) the contribution of agriculture to growth; (2) the role of agriculture in bringing about development; (3) agricultural development strategy; and (4) the relative decline and transformation of agriculture. Each chapter is followed by revision exercises, check tests, and topics for group discussion. A list of the major international statistical yearbooks, growth and development indicators for selected countries, and answers to the exercises are appended. (BM)

ED 143 768 95 CE 009 102

Banathy, Bela H. And Others

Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—310p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Attitudes, Behavior, Behavioral Objectives, Communication Skills, Curriculum Guides, Decision Making Skills, *Group Activities, Group Behavior, *Group Relations, Interaction, *Interpersonal Competence, *Leadership Training, Learning Activities, *Learning Modules, Problem Solving, Program Evaluation, Resource Materials, Secondary

Education, *Skill Development, Task Analysis, Task Performance, Teaching Guides, Teamwork

Materials presented in this curriculum guide are designed to provide students with the information and skills they need to work effectively in task-oriented groups. The curriculum is presented in eight self-contained units or modules, each of which emphasizes a particular set of group interaction attitudes, knowledge, and skills. These include communicating successfully, using group resources advantageously, resolving conflicts, planning and working with others, evaluating group accomplishment and affinity, setting examples and sharing leadership, making and carrying out group decisions, and cooperating to accomplish the required task. For each module, worksheets are provided for the students, and related objectives, teaching suggestions, and evaluation procedures are provided for the teacher. All modules follow the same general outline: Preparation for module phase, problem exposure phase, instructional phase, and application phase. Approximately half the document is a section on teaching suggestions. This section is divided into subsections which correspond to the eight student modules. Each subsection includes a list of group objectives, a list of individual student objectives, instructions for using the student worksheets, teaching suggestions for additional student activities, and a group observation form. (TA)

ED 143 769 CE 009 111

Instructor's Handbook for Adult Basic Education.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Oct 76

Note—302p.

Available from—Northwest Regional Educational Laboratory, 710 S.W. Educational Laboratory, Portland, Oregon (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, *Adult Basic Education, Adult Education Programs, *Adult Learning, Basic Reading, Consumer Education, *Curriculum, Curriculum Guides, English (Second Language), English Instruction, Mathematics Instruction, *Program Administration, Reading Instruction, Resource Guides, Teaching Guides, *Teaching Techniques

Identifiers—General Educational Development

Each section written by a different person experienced in adult basic education (ABE) instruction, this handbook is designed for ABE staff members as a source of general information about ABE, about teaching in an ABE setting, and about alternative ways to go about presenting

information in various subject areas. The first section contains introductory material. Topics covered in the second section, intended for administrators, include recruitment, retention of students, public relations, followup, advisory committee, plans and policies, and evaluation. The third section contains a variety of information and suggestions for the ABE teacher regarding professional responsibilities, students, instructor role, diagnosis and placement, and counseling and guidance. A section dealing with curriculum follows, in which background material, bibliography, and suggested learning objectives are presented for each of five major ABE curriculum areas: Reading, mathematics, English as second language (ESL) consumer education, and General Educational Development (GED). The Final section contains information on resources for the improvement of ABE programs. (WL)

ED 143 770 CE 009 991
Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report.

American Academy of Physicians' Assistants, Arlington, Va.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date 24 Dec 76

Contract—HRA-231-75-0209

Note—181p.; For a related document see ED 134 815

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Educational Objectives, Job Skills, Medical Education, Medical Students, *Physicians Assistants, Post Secondary Education, *Primary Health Care, Resource Materials, Student Evaluation, Teaching Methods, Technical Education

Designed as an educational resource for those involved in training physician assistants, this curriculum guide is the second volume of a two-volume report of a project which had two major purposes: to further develop a role delineation for the assistant to the primary care physician and to provide an education resource for those involved in training physician assistants. The purposes of the guide are two-fold: (1) to demonstrate how the role delineation (presented in volume I) can be used to develop curricula and (2) to provide, through a sampling of possible objectives, learning opportunities, teaching strategies and methods for appraising student performance, and resource information on curriculum development activities. The first half of the guide contains sections on curriculum, model for curriculum development, defining curriculum, curriculum objectives, samples of behavioral objectives and teaching strategies, and learning opportunities and methods for appraising student performance. Appendixes (second half of the guide) contain similar materials not developed as part of the project but collected from other programs. Selected bibliographies on educational curriculum development activities and of textbooks used in physician assistant training programs are also included. (LAS)

ED 143 771 CE 009 996

Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chiang-mai, Thailand, June 7-15, 1976). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date Jun 76

Note—40p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Continuous Learning, *Curriculum Development, Developing Nations, *Educational Change, Educational Development, *Educational Needs, Educational Objectives, Educational Planning, *Educational Principles, Educational Strategies, Government Role, National Programs, Nonformal Education, Seminars

Identifiers—Asia

A regional seminar conducted to consider the concept of lifelong education and its implications for curriculum with particular reference to basic learning needs is described in this report. Topics discussed at the seminar, held in two plenary sessions devoted to exchanging views on the concept

of lifelong education in the context of conditions in Asia, included the following: (1) lifelong education as a strategy for educational action directed to the development of societies and individuals, (2) lifelong education as an energizing force for the reform of education systems and as an organizing principle by which the various components and types of education are brought together in a coherent strategy for educational action, (3) guiding considerations for a strategy, (4) barriers to lifelong education, (5) basic learning needs, (6) principles for curriculum development, (7) processes of curriculum development, including discussion of objectives and content, methods of learning, and evaluation, and (8) organization and management of lifelong education. Conclusions and recommendations are presented. Appendixes include a list of participants, agenda, list of seminar documents, and the inaugural address by the Thai Undersecretary of State for Education. (TA)

ED 143 772 08 CE 010 133

Jacobson, James A.

Research and Development Project in Career Education. Grades 7-9. Final Report.

Pocatello School District 25, Idaho.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V361033L

Pub Date Feb 75

Grant—OEG-0-73-2993

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, *Career Education, *Curriculum Development, Experimental Groups, Formative Evaluation, *Integrated Curriculum, Junior High Schools, *Occupational Guidance, Program Administration, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, Student Attitudes, Summative Evaluation, Vocational Counseling

Identifiers—Idaho, Idaho (Pocatello)

An eighteen-month project was designed to integrate career education with the regular curriculum offerings at Alameda Junior High School in Pocatello, Idaho. Objectives were (1) to increase self-awareness and career awareness of each student, (2) to develop favorable attitudes about the world of work, (3) to assist in developing and practicing appropriate career decision making skills, and (4) to provide career orientation and meaningful exploratory experiences. Procedures included defining guidance criteria in terms of student behavioral objectives, assisting students on individual and group basis by providing extensive career guidance and counseling services (counselors acting as resource persons to teaching staff), development of a career resource information bank, and curriculum development. Twelve staff members engaged in the development and use of various career education units in a major cross section of the curriculum. Over 800 students (86%) were exposed to career education, 83% of these indicating a desire to study careers beyond the project time. A formative evaluation (involving onsite visits) and a summative evaluation (with an experimental design involving 248 students) were conducted. Results showed positive attitudes toward career education but little evidence that stated goals were achieved. School district personnel decided to continue and expand the program. Recommendations focus on the instruments for evaluating student achievement. (JT)

ED 143 773 08 CE 010 855

A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970–December 31, 1973. Final Report.

New York State Education Dept., Albany. Bureau of Basic Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Grant—OEG-0-70-4560-324

Note—88p.; Pages 37, 78, and 79 (blank pages) were removed

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Educators, *English (Second Language), *Individualized Instruction, Inservice Teacher Education, Instructional Materials, *Language Teachers, Material Development, Post Second

dary Education, Program Descriptions, Program Evaluation, Staff Improvement, State Programs, Teacher Centers

Identifiers—New York

A project was designed to demonstrate that the inservice education of adult basic education teachers could be individualized. To accomplish this objective, the project (1) developed a self-instructional training course for teachers of English as a Second Language to adults, (2) used these course materials as the basis for training (on an individualized basis) over 600 teachers of adults in New York State, and (3) distributed nationally the self-instructional training course materials. The self-instructional nature of the training materials was designed to enable teachers to study on their own, working on individual needs, at their own rates of learning and at times of their own choosing. The materials were also designed to permit teachers to begin study at any point in the academic year. The first half of this document is the project report, which covers background information, objectives, procedures, conclusions, and recommendations. Appendixes comprise the second half and include project correspondence (used with teachers and to set up national dissemination), tables of contents from final versions of the training materials, selections from final versions of the training materials, and the national distribution pattern. (SH)

ED 143 774 CE 011 100

Poirier, Jeannine M.

An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.

Pub Date Apr 77

Note—81p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 20, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Curriculum, Comparative Analysis, Educational Methods, Educational Objectives, *Educational Philosophy, *General Education, *Higher Education, *Humanistic Education, Liberal Arts, *Universities

Identifiers—*Hutchins (Robert), *Mill (John Stuart)

Focusing on the concept of education for work vs. education for living, the author presents a comparative analysis of two works on liberal education, each of which was originally delivered orally to university students: "The Inaugural Address at the University of St. Andrew" by John Stuart Mill and "The University of Utopia" by Robert Maynard Hutchins. Chapter 1 is an analysis of the two works. Chapter 2 expands further on the five criteria used as a basis of the comparison, giving the views of other author and educators on the criteria. The five criteria are (1) the concept of a university, (2) the concept of a university liberal arts education, (3) the curriculum of a liberal education, (4) the methods used in liberal arts education, and (5) the product of liberal university education. The third chapter compares the main ideas of the two authors, juxtaposing them for emphasis, with occasional references to other works. In a concluding section, focusing on the attempt to demonstrate that both Mill and Hutchins are strong exponents of liberal education, the author relates the thoughts of Mill and Hutchins to university education in modern society. (JT)

ED 143 775 08 CE 011 218

Owens, Thomas R. Haenn, Joseph F.

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—NE-C-00-4-0010

Note—139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Basic Skills, *Career Education, Daily Living Skills, Educational Objectives, Employer Attitudes, Evaluation Methods, Individualized Programs, Participant Satisfaction, Program Attitudes, *Program Effectiveness, Program Evaluation, *Regional Programs, *School Community Cooperation, School Community Programs, Secondary Education, *Skill Development, Student Development, Student Evaluation, *Work Experience Programs

Identifiers—Community Experiences for Career Education, *Experience Based Career Education, Oregon, Oregon (Tigard)

Evaluation conducted during the 1975-76 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation findings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education, (CE)2, and the five NWREL EBCE pilot sites and separate EBCE materials. (EBCE is a comprehensive, individualized career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains a description of the program as it operated in its fourth year and the evaluation results for students who have participated in (CE)2 during the past year and those who have completed two years of program participation. Staff interview results related to the demonstration site's role in EBCE training and demonstration are also reported. The evaluation of the efforts to implement EBCE in NWREL pilot sites and participant outcome results are summarized. Summary and discussion of findings related to the use of separate EBCE packets and the EBCE handbooks are included. Appendixes contain the tabulated responses to various questionnaires and the narrative reports of the demonstration site and second-year pilot site. (TA)

ED 143 776

CE 011 310

Nelson, Frank W.

Supervisory Skills for Geriatric Care.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 76

Note—212p.; Not available in hard copy due marginal legibility of some pages

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Avenue, Stillwater, Oklahoma 74074 (\$8.50); six accompanying slide tapes are also available from the same address

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Communication Skills, Curriculum Guides, Health Personnel, Human Relations, Interpersonal Competence, Medical Services, *Nursing Homes, *Personnel Management, Post Secondary Education, Skill Development, Supervisory Activities, Supervisory Methods, *Supervisory Training

Designed for training supervisors in nursing centers, this publication presents three units of study: (1) getting along with people in nursing centers, (2) supervision in nursing centers, and (3) communication in nursing centers. Each unit contains five types of material on separate, removable sheets: (1) sheets with unit objectives and suggested activities; (2) information sheets (facts and examples) and student copies of transparencies; (3) assignment sheets (assignments varying from questionnaires to group experiments); (4) tests on the study material; and (5) answers to tests and answers to assignment sheets. Group leader instructions and two handout sheets for use in conjunction with six slide tape presentations are also included. (BL)

ED 143 777

CE 011 535

De Antonio, Emile, III And Others

How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition.

State Project to Implement Career Education, New York, N.Y.

Spons Agency—New York State Education Dept., Albany.

Pub Date 75

Note—83p.; For related documents see CG 011 932 and ED 139 424

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affective Objectives, *Career Education, *Curriculum Development, Educational Objectives, *Educational Strategies, Elementary Secondary Education, *Fused Curriculum, *Inservice Teacher Education, Lesson Plans, Post Secondary Education, Program Evaluation, Resource Materials, Teacher Developed Materials, *Teacher Workshops, Values, Worksheets

Identifiers—New York, State Project to Implement Career Education

This monograph provides both a guide for individual teachers on how to infuse career education into their own lessons, and technical assistance to program developers in methods for teaching others how to incorporate career education activities into the existing curriculum. The body of the guide is divided into five major parts. Part 1 is designed to teach the reader independently how to infuse career education into his or her lesson plans. Sections included concern the goals of career education, defining career education infusion, the eight elements of career education, the affective component, writing an infusion lesson, and lesson plan review and evaluation. The second part of the guide contains selected strategies to be used in teaching workshop groups how to infuse their lessons, including suggestions for organizing a workshop, introducing the workshop, how to define the eight elements, defining career education infusion, the affective component, career implications of subject matter, the infusion form, summary infusion activity, and evaluating the workshop. Part 3 contains a small selection of career education lesson plans created by teachers in the SPICE (New York State Project to Implement Career Education) program. Part 4 consists of a short bibliography of materials related to career education and value clarification. Part 5 contains worksheets and other materials to be used with the first two sections. (TA)

ED 143 778

08

CE 011 572

Peterson, Robert M. Johnson, James N.

The Work Ethic in Career Education Materials.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, Content Analysis, Curriculum Evaluation, *Employment, *Instructional Materials, Literature Reviews, Social Change, Social Influences, *Social Values, *Work Attitudes

Identifiers—*Work Ethic

Career education materials were analyzed (1) to ascertain what work-related values and attitudes are represented, (2) to note relative emphasis given to competing views, and (3) to compare the value content of the materials with the views presented in scholarly and journalistic literature on work. The literature was reviewed to determine the range and substance of ideas involved in serious deliberations about whether or not there is a definable work ethic and what changes it may be undergoing. An interpretive summary of the review identified major cultural trends influencing change in the traditional American work ethic. A sample of 107 items (mostly from the Far West Laboratory and the California Department of Education collections), all printed materials including four filmstrip scripts, were selected to insure variation in types of materials, classes of developer, and levels of schooling. Excerpts from each item were examined independently by three judges and classified according to a set of forty-nine value categories to judge what specific attitudes, values, or habits each excerpt transmits to the reader. Materials were found not to present a realistic view of work and, with qualifications, not to convey an industry-serving party line. Based on the conclusion that current career education reflects an overly simple and narrowly biased treatment of work related values and attitudes, implications are outlined for educational policy makers and curriculum planners. (JT)

ED 143 779

CE 011 805

Megow, Joye G.

Health Occupations. Nursing Assistant.

Orange County Public Schools, Orlando, Fla.

Note—195p.; Best copy available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Career Education, Curriculum Guides, Educational Objectives, *Entry Workers, Fused Curriculum, *Health Occupations Education, *Individualized Instruction, Instructional Materials, Job Skills, *Learning Activities, Learning Modules, *Nurses Aides, Post Secondary Education, Skill Development, Student Evaluation, *Vocational Development

Materials contained in this package are designed for use with students interested in the occupation of nurses aide. The package has two

sections, one which looks closely at the job and the student, and the other—the curriculum phase—which concerns actual student use of learning activity packages (LAPs). These two components together form a "job entry," a unit of work which, when completed by the student, insures his training in a designated job skill. Components of the developmental or preliminary phase, placed at the beginning of the job entry for use by the instructor, includes the following components: Description of student population, job description, task listing sheet, task detailing sheets, job prerequisites, prerequisite test, and job objectives. The curriculum phase for use by students contains a LAP package for each of 13 tasks performed by nurses aides. Each LAP includes both vocational materials and fused, related academic materials from a variety of disciplines. The following components are also included: Directions, goal, specific objectives, activities, study and work sheets, pretest, posttest, and evaluation sheet. A composite list of all reference materials used within LAPs is provided as well as suggestions for implementation of LAPs. (TA)

ED 143 780

CE 011 806

Arredondo, Patricia

Supplemental Learning Activity Package. Secondary.

Language Arts—Writing. Volume III.

Orange County Public Schools, Orlando, Fla.

Note—248p.; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, *Career

Education, Curriculum Guides, Fused Curriculum, *Individualized Instruction, Instructional Materials, *Language Arts, *Learning Activities, Learning Modules, Secondary Education, Self Expression, Skill Development, *Writing Skills

Writing exercises and materials contained in this supplemental Learning Activity Package (LAP) for language arts were developed for use with high school students. A LAP is defined as a unit of activities involving print and nonprint media and is written in a specified format designed to meet specific student needs on an individual basis. Suggestions for implementing LAPs in the classroom are addressed to the instructor. Six LAPs are included: Effective Word Choice (21 activities), The Essay (12 activities), Writing the Short Story, I and II (16 activities), and Writing About Literature (8 activities). Directions, goals, and specific objectives are outlined for each LAP. Sample worksheets are also included. (TA)

ED 143 781

CE 011 807

Ripley, William K. Arredondo, Trish

A Training Module: Developing a Learning Activity Package.

Orange County Public Schools, Orlando, Fla.

Note—107p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Classroom Materials, *Curriculum Development, Educational Objectives, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Activities, *Learning Modules, Post Secondary Education, Reference Materials, Teacher Developed Materials

Materials contained in this instructional module are designed to assist the classroom teacher in developing a learning activity package (LAP), a self-contained unit of work designed to meet the students' needs on an individual basis. Five enabling objectives of the module are the following: (1) Correctly construct a goal statement, including behavioral, psychological, and program components, (2) correctly construct a specific objective, including the three components, (3) define each of the following as they relate to a lesson plan: Goal, specific objectives, activities, pretest, and posttest, (4) given an instructional goal, develop in writing a LAP complete with goal, specific objectives, activities, pretest, and posttest, and (5) given classroom problem situations involving individualized instruction, identify possible solutions. The format of the module is to present pre-assessment for each enabling element and then present activities designed to achieve the enabling element. Post-assessment activities conclude the module activities. Answer keys for selected study questions and for post-assessment are included. (TA)

ED 143 782 CE 011 808

Ripley, William K. Arredondo, Trish
A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised.

Orange County Public Schools, Orlando, Fla.
 Note—89p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Education, Curriculum Development, Elementary Education, Elementary School Teachers, *Individualized Instruction, Inservice Teacher Education, *Instructional Materials, Learning Modules, Post Secondary Education, *Skill Development, Student Evaluation, *Technical Writing

Materials contained in this instructional module are designed to assist the elementary classroom teacher in gaining the necessary skills for developing a career education unit of work. The module is structured around four enabling objectives: (1) Correctly construct a goal statement, (2) correctly construct a behavioral objective, (3) define goal, behavioral objectives, activities, and evaluation as they relate to a unit of work, and (4) given an occupational area, generate in writing a career education unit of work, complete with goal, behavioral objectives, activities, and evaluation. This module is individualized and contains study questions for each enabling objective. Sections include pre-assessment tests preceding instructional activities designed to achieve the enabling objectives. A complete module post-assessment is presented at the conclusion of the module. Answer keys for selected study questions and post-assessment are included. (TA)

ED 143 783 CE 011 809

Ripley, William K. Arredondo, Trish
A Training Module: Developing a Job Entry, Individualized Curriculum.

Orange County Public Schools, Orlando, Fla.
 Note—165p.; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Auto Mechanics, *Behavioral Objectives, Career Education, *Curriculum Development, Curriculum Guides, *Entry Workers, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Job Analysis, Job Placement, *Learning Modules, Occupational Information, Secondary Education, Secondary School Teachers, Teacher Developed Materials, Teaching Guides, Vocational Development, Vocational Education

Materials contained in this training module are designed to carry the classroom teacher through a step-by-step process for developing a job entry, individualized curriculum which involves two phases. (Phase 1 is the preparation or developmental phase which looks closely at the job and the student, and includes the job description, task analysis, description of the student population, job prerequisites, prerequisite test, and job objectives. Phase 2, the curriculum phase, is designed for actual student use in the form of learning activity packages (LAPs). These two phases together form a job entry curriculum.) This individualized module is separated into eight enabling elements, each of which includes a pre-assessment and study questions. Enabling elements include the following: (1) Analyze a job description and a task analysis, (2) analyze a given student population by developing a student population description, prerequisites, and prerequisite test, (3) construct a goal statement, (4) construct a specific objective, (5) given a task analysis, develop corresponding job objectives, (6) define each of the following as they relate to a LAP: Goal, specific objectives, activities, pretest, and posttest, (7) given a set of job objectives, develop a LAP, and (8) given classroom problem situations involving individualized instruction, identify possible solutions. A complete module post-assessment is presented at the conclusion of the module. Answer keys for selected study questions and post-assessment are included. (TA)

ED 143 784 CE 011 899

McKenzie, Leon
The Midlife Crisis and Educational Programming.
 Pub Date [77]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adaptation Level Theory, *Adult Education Programs, Demonstration Programs, Educational Needs, *Middle Aged, *Personal Adjustment, *Program Design, *Relationship

Following a brief summary of research relating to midlife crisis, a theory of the midlife crisis is presented that is based on the philosophical insights of Plato and Heidegger: The emotional pain at midlife is associated with a collapse of a person's ontic field (relationships with others, to things, and to institutions) or a stagnation of a person's field of life-relationships and, in a sense, the person dies but is beckoned to create a new ontic field. A two-page outline of a model program (designed so the participants will be able to identify characteristics of the midlife crisis and techniques for the successful negotiation of the crisis) consisting of ten ninety-minute weekly sessions is presented followed by a brief commentary on each session. The ten sessions, involving the use of lecture, discussion, buzz sessions, and reports from student project teams, cover the following content areas: The Midlife Crisis: What, When, and Why; Depression, Chemistry, and Medical Treatment; Troubled Adults: Counseling Techniques; Saul Bellow's "Herzog," John Updike's "The Centaur"; Symbols of the Midlife Crisis in Poetry; How I Handled the Midlife Crisis; and How to Negotiate the Midlife Crisis. This paper concludes with a brief discussion of suggestions for program implementation. (EM)

ED 143 785 08 CE 011 907

Career Education Instructional System. Final Report.

Newark School District, Del.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0001VW

Pub Date Mar 77

Grant—OEG-0-74-0955

Note—190p.; For a related document see ED 117

540; Best copy available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Career Awareness, *Career Education, Community Involvement, Curriculum Development, Educational Objectives, Elementary Secondary Education, Fused Curriculum, *Guidance Programs, Information Dissemination, Models, Program Descriptions, *Program Development, Program Evaluation, Resource Materials, Resource Units, School Districts

Identifiers—Delaware, Delaware (Newark)
 Designed to complement and enrich the existing career education program in the Newark (Delaware) School District, the project reported here was an effort to develop a model that was easily transportable and could be implemented with minimal funding. Objectives were to comprehensively define the existing K-12 career education program in the Newark (Delaware) School District, provide for significant increase in community involvement, identify program gaps to be addressed, define implementation procedures, and develop and identify instructional resources and materials to support classroom activities. The body of the report (26 pages) describes goals and objectives of the project, provides general information, district perspective, curriculum development, orientation, and results and accomplishments of the community, guidance, curriculum, and dissemination components of the project. The following appendixes make up the remainder of the report: Newark School District K-12 Model for Career Education and Goals and Recommendations for Implementation of Career Education K-12 (32 pages); Student/Teacher Participation by Grade and School Year; Educational Resources Association (ERA) Descriptive Materials; Career Education Advisory Council; Guidance Development Plan; Guidance Development Component Sample Materials; and Format Guidelines for Curriculum Development. (TA)

ED 143 786 CE 011 909

Lejeune, Julie M.
Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.

West Virginia Univ., Morgantown.
 Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date May 77

Grant—WV-77-R-2

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Research, *Enrollment Influences, Enrollment Rate, *Media Selection, *Publicize, *Public Relations, School Community Relationship, School Personnel, Secondary Education, Staff Role, *Student Recruitment,

Surveys, Vocational Education, *Vocational High Schools
 Identifiers—*West Virginia

To investigate the role that public information plays in vocational recruitment and to determine the effect of public information variables on vocational school enrollment and utilization was the purpose of the study. A public information survey conducted among selected school personnel produced data that could be compared between a representative sample of schools with high and low vocational education enrollment and utilization patterns. Findings indicated the "most used" public information vehicles were media, special events, community services personnel, and school personnel. Findings also indicated that differences in use of these public information variables affected vocational enrollment and utilization, with the high enrollment, high utilization schools using items from the four categories more than the low enrollment, low utilization groups. Ten recommendations resulting from the study include providing opportunities for open house and student tours of vocational education facilities, increasing contacts between local media and vocational school personnel, and making sure vocational students themselves are well-informed about vocational programs so that they can pass along accurate information to their high school friends. (Comparative tables are included throughout the body of this report and the thirty-page appendixes. Sample survey forms are also appended.) (BL)

ED 143 787 CE 011 927

Kidd, J. Roby
Whilst Time Is Burning. A Report on Education for Development.

International Development Research Centre, Ottawa (Ontario).

Report No.—IDRC-035e

Pub Date 74

Note—120p.

Available from—International Development Research Centre, Box 8500, Ottawa, Canada K1G 3H9 (\$1.00 in microfiche)

Document Not Available from EDRS.

Descriptors—Adult Education, *Change Strategies, Developing Nations, *Educational Alternatives, *Educational Change, *Educational Development, Educational Improvement, *Educational Innovation, Educational Strategies, Elementary Secondary Education, Foreign Countries, *International Education, Needs Assessment, Nonformal Education, Post Secondary Education, Program Descriptions, Relevance (Education)

The successes and failures of the many plans and dreams for education during the 1960s are examined together with why many of these schemes did not succeed, and how most of the problems of illiteracy, unemployment and underemployment, inadequate qualified manpower, and irrelevant and outdated educational methods and facilities still remain. It is emphasized that it is pointless and expensive to completely discard present educational systems, but preferable to adapt and improve what already exists. An attempt is not made to provide answers to these problems, but a vast range of alternative ideas, innovations, and educational aids are considered. It is pointed out that many education problems are not peculiar to developing countries, but are familiar throughout the world, and that there is a great need for improved communications between countries and a greater sensitivity toward both conflicting and mutual needs. (Author)

ED 143 788 CE 011 939

Hopkins, Charles O.
Management by Objectives: A Tool for Accountability.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accountability, Decision Making, *Employer Employee Relationship, *Management by Objectives, Management Systems, *Organizational Effectiveness, Performance Criteria, *Personnel Evaluation, Planning, Systems Approach

Many management styles in business and education today are not efficient, however the system of Management By Objectives (MBO) is proving

to be successful. An MBO system basically has three parts: plan, implement, and review. In the planning stage the organization's purpose is defined, a mission statement developed, goals set, and objectives written. Criteria for planning objectives include (1) specifically stating what is to be accomplished and by when; (2) listing the result(s) to be accomplished; (3) stating the expected result and activity in measurable terms; (4) complementing or supporting other departmental and organizational goals and objectives; (5) being realistic in terms of available resources; (6) being realistic, but providing challenge and growth; and (7) identifying "must" and "want" objectives and weighing them accordingly. Implementation is accomplished through delegation of tasks and motivation of employees. The last phase consists of a monitoring system of monthly evaluations and a final operational and performance review. MBO provides an organization with a self-directed and dependable function evaluated on accomplishments. (BL)

ED 143 789

CE 011 983

Steel, Lauri

Education and Career Development: An Empirical Basis for Policy Formulation.

Pub Date Apr 77

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (New York City, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Career Choice, Career Education, Career Planning, Data Bases, Educational Research, Educational Responsibility, High School Students, *Individual Needs, *Information Utilization, Longitudinal Studies, *Policy Formation, Post Secondary Education, Program Descriptions, *Program Design, Secondary Education, Student Ability, Student Characteristics, *Talent Development, Talent Identification, *Vocational Development

Identifiers—*Project TALENT

The Project TALENT Data Base described in this paper provides a source of information on the personal characteristics, educational experiences, and subsequent career outcomes of a representative sample of 400,000 individuals who were in high school in 1960. (These data provide a basis for analysis and development of policies relating to the question of how schools can better prepare individuals to function effectively in adult society.) Illustrations in the following areas are provided of policy-related studies, both conducted and planned, based on TALENT data: How and how well are youth developing their abilities (changes in student performance over time, effectiveness of education in providing for individuals' needs, and contribution of education to adult knowledge), and what factors affect the utilization of individuals' abilities (contribution of post-high school education to career development, science career development in high school, determinants of physician career development, and factors influencing high achievement and the realization of high achievement potential). Plans for the future development of the project are briefly discussed. (TA)

ED 143 790

08

CE 012 024

Colloquium Series on Career Education for Handicapped Adolescents. 1977.

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—147p.; For a related document see CE 012 025

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Aptitude Tests, *Career Education, Classroom Techniques, Handicapped Students, Inservice Teacher Education, Instructional Materials, Interest Tests, Job Analysis, *Job Placement, *Mentally Handicapped, *On the Job Training, Personality Tests, Secondary Education, *Student Evaluation, Tests, *Vocational Counseling, Work Experience, Work Sample Tests

This second series of presentations was designed as a sequel to the first (see related note), which established the foundations for career education relative to adolescents with handicapping conditions, particularly mental handicaps. This series, consisting of five separate papers, begins with the sequence of steps that follow from that base, i.e., classroom practices,

counseling and evaluation, job placement, and training on the job. "Career Education in the Classroom" by Nancy Pollard takes some of the broad elements of career education and makes specific suggestions for their implementation in the classroom. "Career Counseling for Handicapped Persons" by Paul R. Salomone relates the theoretical underpinnings of career counseling to the particular needs of the handicapped person. "Prevocational Evaluation of the Handicapped Adolescent" by Gary M. Clark systematically analyzes various prevocational evaluation approaches (mental testing, job analysis, work sample, and situational assessment) and suggests concurrent cautions, limitations, and advantages in their use. "Job Placement: How to Approach Employers" by James S. Payne deals with the issue of job placement and includes recommendations for the analysis of job sites, employers, and "sales" techniques. "On the Job Training" by Joav Gozali concludes with a synthesis of one's relationship to the world of work and implications for placement and growth through conflict in productive activity. (SH)

ED 143 791

08

CE 012 025

Colloquium Series on Career Education for Handicapped Adolescents. 1976.

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—115p.; For a related document see CE 012 024

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Educational Needs, Handicapped Students, Inservice Teacher Education, *Instructional Materials, *Mentally Handicapped, Preservice Education, *Program Development, Secondary Education, Teacher Responsibility, Vocational Development

Texts from videotaped presentations which were part of the project "Interactive Television Colloquium Series on Career Education for Handicapped Adolescents" are presented in this document. (The project focused on responding to the need for preservice and inservice training for those individuals who are responsible for preparing handicapped students—particularly mentally handicapped—for meaningful employment.) The first two presentations, titled "Career Education: Where We Came From, Where We Are, and Where We Should Be Going" and "Developing Career Awareness: The Foundation of a Career Education Program," are by Oliver P. Kolstoe. The first presentation discusses the development of career education for the handicapped from a historical perspective. The future of secondary programs for the mentally retarded is also covered. The second presentation serves to provide the special education teacher with ideas about programs and curricular materials to enhance career awareness. A number of commercial materials are described in detail. The third presentation, "Career Exploration: An Integral Part of the Career Education Program" by Gary M. Clark, discusses various aspects of career exploration for the handicapped adolescent. The final presentation, "Preparing the Handicapped for Gainful Employment" by Fount G. Warren, focuses on the shortcomings of typical secondary school programs for the mentally retarded. (SH)

ED 143 792

CE 012 028

Adams, Kay Angona

Florida Assessment of Needs in Career Education. Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jun 77

Note—82p.; Best copy available

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, *Educational Needs, *Educational Objectives, Educational Research, Needs Assessment, *Program Effectiveness, *Program Improvement, Rating Scales, Statewide Planning, *Student Needs, Surveys

Identifiers—Florida

A statewide pilot study of career education needs was conducted by surveying 667 Florida

educators who have been actively involved in career education. The 354 respondents rated the actual attainment and the desired priority of the students needs, the need for improving the program needs, and other information both general and specific to career education needs. A summary of the findings follows: According to the ten national learner outcomes, the highest priorities are basic academic skills, work habits, and work values; the most critical students needs concerned students' ability to accept responsibility, understand how self-concept influences success, value the importance of setting career goals based on self-knowledge, find jobs, consider alternatives when making career decisions, and view career options independent of sex role stereotypes; the student needs which are being met most successfully by current programs are in the areas of career and self-awareness and basic academic skills; the most critical program needs are in the areas of infusion of career education into the general education subjects, comprehensive career guidance (including counseling, placement, and followup), and teacher inservice; and finally concerning differences in perceptions, considerable agreement was found among all groups of educators in the selection of the highest and lowest priority program needs. Based on these findings, five recommendations (which are included in this report) were suggested. (BM)

ED 143 793

CE 012 060

Nee, John G.

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.

Central Michigan Univ., Mount Pleasant. Dept. of Industrial Education and Technology.

Pub Date May 77

Note—73p.; Best copy available; Some expenses of the project were covered by a grant from the Faculty Research and Creative Endeavors Committee at Central Michigan University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Association Tests, *Cognitive Style, Computer Programs, Concept Formation, *Conceptual Schemes, Individual Characteristics, Participant Characteristics, *Quality Control, Social Science Research, *Specialists, *Thought Processes, *Verbal Stimuli

This project had as its specific objective the development and field testing of a procedure for identifying the structure of technical concepts possessed by a group of selected quality control specialists. The associative theory of verbal behavior served as the rationale by which conceptual structures depicted by graphical maps of technical concepts possessed by the specialist were developed and validated. A sample of statistical quality control key stimulus words representing technical concepts was selected and randomly arranged to elicit continued free association responses from thirteen quality control specialists. Response data analysis procedures and analytical models were developed for structuring statistical quality control conceptual structures and depicting those structures in graphical concept maps. Computer programs necessary to facilitate data analysis techniques were developed and used. The procedural model, data gathering instrument format, and computer programs developed and utilized during the project are considered appropriate for use in developing associative conceptual structures (maps) for other technical and engineering related subject areas. The appendix includes an example of the response booklet which specialists were asked to complete, response summary sheets, final list of pooled response words, ratio of coefficients (RC) computer program, RC computational example, and a factor analysis computer program. (Author/BL)

ED 143 794

08

CE 012 102

Career Education Concepts and Skills: Scope and Sequence.

Kentucky Valley Educational Cooperative, Hazard.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—190p.; For a related document see CE 012 103

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Behavioral Objectives, Career Awareness, *Career Education, Curriculum

Guides, Decision Making Skills, Economic Education, Elementary Secondary Education, Human Relations, *Individual Development, Instructional Program Divisions, Job Skills, *Learning Activities, Self Concept, *Skill Development, Student Evaluation, Teacher Developed Materials, Work Attitudes

Developed to provide teachers (grades 1-12) with practical methods and techniques for implementing career education in the classroom, this guide presents seven career education concepts and skills: Career awareness, economic awareness, educational awareness, decisionmaking skills, human relations skills, positive attitudes toward all types of work, and positive self concepts. Each concept and skill is presented for each grade level for a total of 94 separate instructional units. Each unit follows a particular format which includes the name of the concept, grade level, goal, suggested learner outcomes (objectives), suggested activities, and suggestions for evaluation. (BM)

ED 143 795 08 CE 012 103

Kincaid, Lily And Others

Career Education: The Kentucky Valley Educational Cooperative Approach.

Kentucky Valley Educational Cooperative, Hazard.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—126p.; For a related document see CE 012 102 ; Some parts may reproduce poorly due to small type of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Articulation (Program), Career Awareness, *Career Education, Career Exploration, *Inservice Teacher Education, Program Descriptions, *Program Development, Program Evaluation, *Program Planning, Resource Guides, *Rural School Systems, *Workshops

Identifiers—Kentucky, *Kentucky Valley Educational Cooperative

Written in a simple question/answer format, this manual is designed to assist educators in locating information on how to develop and implement a career education program in a rural area. Chapter I gives a historical overview of the career education program in the Kentucky Valley Educational Cooperative area. Chapter II details the various approaches taken in the career education program. Approaches to developing and implementing career awareness activities are discussed in chapter III. Chapter IV deals with the development and implementation of the exploration phase, and chapter V centers upon the preparation phase of career education. A bibliography is included and lists several sources which provide free materials on career education. (BM)

ED 143 796 CE 012 105

Consumer Health Education Plan, 1976.

Orange County-Long Beach Health Consortium, Inc., Irvine, Calif.

Spons Agency—California Regional Medical Program; Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Report No.—OC/LBHC-76-3

Pub Date 76

Contract—ROP-75G-715-0-H151

Note—36p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Involvement, Consortia, *Consumer Education, Data Collection, Health Activities, *Health Education, Health Programs, Professional Associations, Program Guides, *Program Improvement, Public Health Legislation, *Regional Planning

Developed by a regional health consortium, this plan defines the purpose of planning for consumer health education; explores the implications of recent legislation and historical precedents on consumer health education and consumer participation in the health planning process; documents current activities; develops priorities for future efforts; discusses current problems in the system; and recommends actions necessary to insure adequacy and quality in consumer health education. The plan also includes an analysis of inventories of current or potential activities or providers of consumer health; mortality and morbidity data for the Orange County planning region; documentation of existing planning and coordination efforts; discussion of coordinated

activities promoting innovation and creative approaches, barriers to current health care and health education utilization, and the need for a comprehensive consumer health education dissemination system. The need and possible methods to insure participation from consumers who represent consumer/community-based interests are also addressed. It is recommended that a single agency be designated to plan, coordinate, and implement a comprehensive consumer health education system with appropriate level of funding to discharge responsibilities. (Author/BM)

ED 143 797 CE 012 120

Drier, Harry N.

Career Education through the Church.

Pub Date 7 Mar 77

Note—7p.; Speech presented at the American Personnel and Guidance Association National Convention (Dallas, Texas, March 7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Age Groups, *Career Education, *Church Programs, *Church Responsibility, *Church Role, Counseling Services, Educational Counseling, Family Involvement, Guidance Services, Human Services, Individual Needs, Outreach Programs, Parent Education, Parent Influence, *Vocational Development, Youth, Youth Programs

As trained counselors, career educators, and career education guidance and counseling programs have become increasingly available, there has been a tendency for the church to lose the perspective of its role in preparing people, particularly the young, for purposeful and satisfying lives. A church-based career development program would provide resources and experiences which would enable each individual to assess and appraise his/her own abilities and develop and maintain a sense of purpose, a calling that is personally his/hers. Church-sponsored career education programs might include youth drug community counseling; adult alcohol community counseling; emergency family assistance center; career seminars; parent discussion groups; daily preparation for job environment; and being a witnessing Christian on the job. Genuine spiritual revival must await the rediscovery of the Christian significance of daily work, and the church can lead the challenge. (BL)

ED 143 798 CE 012 125

Sokolowski, Kathleen

Exploring the Applied Arts. Publication No. 0041.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jun 77

Note—186p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$2.50 plus postage)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Art Activities, Art Education, *Career Exploration, Cartoons, *Commercial Art, Curriculum Guides, Educational Objectives, Fashion Industry, Graphic Arts, Job Skills, Layout (Publications), *Learning Activities, Occupational Information, Publicize, Resource Materials, Secondary Education, Simulation, Skill Development, Technical Illustration, Textiles Instruction, *Unit Plan, Vocabulary, Vocational Education

The program covered in this curriculum guide deals with applied arts, concentrating on the areas of advertising, fashion illustration, graphic design, cartooning, and textile design and decoration. These areas have been developed to give a hands-on experience to the students by simulating the working world and the student's place in it. Each area is designed to cover an eight-week period of forty-minute classes, meeting each day. In each area, the first week is devoted to introducing the specific topic through discussion of the history, different jobs available, methods of entering, advancement possibilities, and some social and psychological factors involved in the work. During the second and third weeks, students become acquainted with the materials of the trade. The fourth and fifth weeks are taken up with learning techniques involved in each field, creating typical artworks for that field. A review of the basic art principles necessary for competence in the field is also covered. During the sixth and seventh weeks, students are

required to create a final product appropriate to some commercial use. The eighth week in each area is devoted to producing a project as competition for a designated "job opening," and to student evaluation, grading, and summary. (TA)

ED 143 799 CE 012 126

Ansbro, William And Others

Career Exploration Program: A Cluster Approach. Publication No. 0057.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—CE-379

Pub Date Jun 77

Note—227p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.50 plus postage)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Broadcast Industry, Business, *Career Awareness, *Career Education, *Career Exploration, Consumer Economics, Decision Making, Grade 7, Grade 8, Health Occupations, Home Economics, Intermediate Grades, Journalism, Junior High Schools, *Learning Activities, *Occupational Clusters, Public Service Occupations, Recreation, Self Actualization, Service Occupations, State Curriculum Guides, Telephone Communications Industry, Travel, Units of Study, Work Attitudes

Identifiers—New Jersey

Based on the occupational clusters designated by the Department of Health, Education and Welfare, this curriculum guide presents a career exploration program for junior high and middle school students. The program, presented in eighty-minute weekly sessions, is designed as an alternative activity in which students can elect to explore a wide variety of occupations. Seven occupational clusters and an awareness unit are included in this document. The awareness unit covers the following concepts: educational awareness, career awareness, self-awareness, work habits and attitudes, decision making, and socio-technological and economic understanding. The next seven units cover the following occupational clusters: health, communications and media, consumer and homemaking, public service, personal services, hospitality and recreation, business. Each unit contains a brief introduction to the cluster area, instructional objectives, job descriptions and vocabulary terms related to the cluster area, learning activities, pre- and posttests, a list of teacher resources, and a list of student resources. Parts of the program are designed for a laboratory setting but can be adapted to the regular classroom setting. The units are not bound to any sequence, allowing the teacher to be selective. (BM)

ED 143 800 95 CE 012 128

Madden, Janice Fanning

Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.

Pennsylvania Univ., Philadelphia. Dept. of Regional Science.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—NIE-G-74-0094

Pub Date Jan 77

Note—54p.; Two pages present tabular data which may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Age Differences, Blacks, Caucasians, *Educational Benefits, *Educational Experience, *Employment Level, Employment Opportunities, *Females, Graduates, Higher Education, Income, Racial Differences, Research, Secondary Education, *Sex Differences, Socioeconomic Influences, Surveys, *Wages

The study, using a subsample of young men and women from the 1969 National Longitudinal Survey, examined the effects of differences in educational attainment on wages and occupational status by sex and race. In particular, the economic rationale for women's higher rates of high school graduation and lower rates of college attendance and graduation were explored. It was found that, relative to men, women experience greater gains in wages and in occupational status

from high school graduation, and greater gains in wages but lesser gains in occupational status from college graduation. It was concluded that economic factors provide rationale for the greater high school graduation rates of women, and a possible rationale for the greater college graduation rates of men. (Author)

ED 143 801 CE 012 130

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

Pub Date [77]

Note—145p.; Best copy available

Available from—Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 (\$10.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Data Collection, Employment Opportunities, Guides, High School Graduates, *Job Placement, Job Training, *Occupational Guidance, Occupational Information, *Program Development, Resource Materials, Secondary Education, Secondary School Counselors, Secondary School Students, Student Placement, *Vocational Counseling, *Vocational Development, Vocational Followup

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendices contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

ED 143 802 CE 012 133

A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 May 77

Grant—G007501-231

Note—419p.; Best copy available

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Career Education, Career Planning, Elementary Secondary Education, Job Placement, Material Development, *Models, *Occupational Guidance, *Program Development, *Rural School Systems, Rural Youth, Vocational Followup

Based on the career guidance needs of rural youth and the problems of rural educational institutions in meeting these needs, a systematic approach for delivering a comprehensive career guidance system to students in rural and small schools was researched and developed by consortium effort. The objectives were accomplished by completing the following tasks: organize human and material resources; conduct national literature search; prepare state-of-the-art paper; produce a handbook on career guidance resources for rural schools; prepare a conceptual model and program design; develop a comprehensive K-14 placement, follow-up, and follow-through model; produce a comprehensive content and procedural system for placement, follow-up, and follow-through; produce a comprehensive content and procedural system based upon the conceptual model; develop a competent

cy-based inservice training program; conduct project steering and national advisory committee meetings; develop a product utilization plan; and prepare quarterly reports, recommendations for future development, and a final report for USOE. The materials developed were reviewed and revised accordingly. This report of the project's activities includes (1) discussion of the development and review of sixteen documents which paralleled the project's objectives (listed above) and which involve aspects of a comprehensive program of guidance; (2) suggestions made for future consortium efforts; summary of five limiting effects on rural guidance programs; and rationale statements which underlie the project materials; and recommendations for future research and development. Appendixes contain various listings, forms, abstracts, correspondence, and feedback related to the project's completion. (BM)

ED 143 803 CE 012 134

Home Economics—A Look—A Job—A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade.

Oklahoma City Public School System, Okla. Dept. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—383p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Education, Child Care Occupations, Clothing, Clothing Instruction, Curriculum Guides, Fashion Industry, Food Service Industry, Food Service Occupations, Grade 7, Grade 8, Health Occupations Education, *Home Economics, Housing Industry, Interior Design, *Learning Activities, *Occupational Information, *Prevocational Education, Real Estate Occupations, Student Evaluation, *Units of Study

Prevocational materials for use at the seventh and/or eighth grade levels are presented in this curriculum guide. Materials cover six areas, each consisting of several instructional units planned for more than one lesson or class period. Each unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, activity sheets, suggestions, visual aids, tests, and test answers. Behavioral objectives are stated in two forms: Terminal objectives stating the subject matter to be covered in a unit of instruction, and specific objectives stating the student performance necessary to reach the terminal objective. The six areas and titles of their respective instructional units follow: (1) Hospitality: An Attitude; How, When, Where, and Why; A Job; A Future; (2) Foods: A Look at the Food Industry; Food Production; Retail Food Sales; Food in Institutions; Food Service; (3) Clothing: Careers; Fashion Merchandising; Dry Cleaning, Laundering, and Alteration; Dressmaking and Tailoring; Production; (4) Housing and Interior Design: Careers in Housing Construction and Sales; Decorating; Furnishings; Commercial Housing and Interior Design; (5) Health: Dietary Services; Careers in Technology; Health Service Professions; Other Health Service Careers; and (6) Child Care: Child Care and Baby-Sitting Careers; Workers in Child Care; The Children in Child Care Centers; Facilities in Child Care Centers. (TA)

ED 143 804 CE 012 137

Occupational Education Coordinator's Handbook: 7-8.

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—235p.; For related documents see CE 012 137-139; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, Junior High Schools, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The third of a three-volume set, this handbook provides direction to teachers of grades 7 and 8

for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 805 CE 012 138

Occupational Education Coordinators' Handbook: 4-6.

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—166p.; For related documents see CE 012 137-139; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, Intermediate Grades, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The second of a three-volume set, this handbook provides direction to teachers of grades 4-6 for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 806 CE 012 139

Occupational Education Coordinators' Handbook: K-3.

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—161p.; For related documents see CE 012 137-139

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, Primary Education, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The first of a three-volume set, this handbook provides direction to K-3 educators for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 807 CE 012 143

Justice, Faith L.

Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Pub Date Jun 75

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Administrator Education, Auto-instructional Aids, Curriculum Development,

Data Collection, *Guidelines, Inservice Education, Learning Modules, *Occupational Surveys, Post Secondary Education, *Research Methodology, Sampling, Statistical Analysis, Statistical Data, *Task Analysis, Teacher Education Curriculum, Vocational Education

Ten modules which present specific instructions for conducting a task survey are provided in this manual for vocational educators, supervisors, and directors. Each module contains a short descriptive paragraph of the contents of each module, a performance objective, readings, exercise activities, and feedback for those activities. The modules are (1) rationale for use of task surveys; (2) developing a task list; (3) determining relevant questions; (4) identifying the population; (5) selecting the sample size; (6) selecting sampling methods; (7) developing the survey packet; (8) distributing and collecting the survey packet; (9) calculating summary statistics; and (10) interpreting the data. Two task survey reports containing example procedures and data are appended, along with an evaluation sheet for synthesizing the strategies and facilitating implementation. (BL)

ED 143 808 CE 012 157

A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.

P/RA Research, Inc., East Meadow, N.Y.
Spons Agency—Energy Research and Development Administration, Washington, D.C. Div. of Labor Relations.

Bureau No.—ERDA-76-84

Pub Date Mar 76

Note—224p.; Best copy available

Available from—National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Affirmative Action, American Indians, Asian Americans, Blacks, Employment Potential, Employment Qualifications, *Employment Statistics, Ethnic Groups, *Females, Information Sources, *Labor Supply, Managerial Occupations, *Manpower Utilization, *Minority Groups, Models, National Surveys, Occupational Clusters, Professional Occupations, Spanish Americans, *Statistical Analysis, Statistical Studies

A study was conducted to determine a nationwide availability conclusion percentage of minorities (Blacks, Spanish-origin persons, Asian Americans, and American Indians) and women particularly in job groups of two job categories: Officials and Managers, and Professional. The resulting availability conclusions would then be used to determine underutilization of these minority groups in the two categories. Subsequent to compiling a list of government agencies, colleges, universities, and various associations and societies, over two hundred letters were written and visits were made to collect relevant statistical data. Government agencies provided the most complete and updated data while generally, the private associations, did not provide useful information. Utilizing the eight factors to be considered in determining the availability of minorities and women according to federal regulations, seven factors were identified and considered for both minorities and women in this study, including unemployment, labor force, and degree of training. (This report discusses in detail the methodologies, statistics for each of the availability factors, and a statistical model for determining availability; presents the availability conclusions for the nineteen job groups in the Professional category and the Officials and Managers category in tabular form; and discusses major issues, including an alternate statistical model. Data sources, used and not used, are appended.) (EM)

ED 143 809 CE 012 159
Business and Consumer Arithmetic Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date 77

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Arithmetic, Arithmetic Curriculum, *Behavioral Objectives, Business Education, Business Skills, *Consumer Economics, Consumer Education, Curriculum Guides, Finance Occupations, *Learning Activities,

Mathematics Instruction, Metric System, *Money Management, Secondary Education, Skill Development

The focus of this guide is directed upon arithmetic experiences and skills needed for every day business, however it is also designed to develop skill in basic mathematical functions, and to deal with the specific mathematical concepts applicable to personal use and to fields of employment. Fourteen units are included: General Review of Basic Mathematical Concepts, Wage Income, Commission Income, Consumer Spending, Consumer Credit, Savings and Investments, Taxes, Home Ownership, Transportation and Travel, Operation of a Small Business, Operational Decisions of the Retailer, Measurements Frequently Used by the Consumer, Computer Mathematics, and the Metric System. In each unit, specific objectives, related content, and suggested student activities are presented in a three-column format. Each unit also includes overall objectives and a suggested vocabulary. Appendices contain brief information on job families (or clusters), hints for metric instruction, two sample student activities about the metric system, and a bibliography of related materials. (SH)

ED 143 810 CE 012 167

**Ripley, Randall B. And Others
CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.**

Ohio State Univ., Columbus.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 30 Jun 77

Grant—DLMA-21-39-75-10-10

Note—151p.; Best copy available ; This project was conducted by the CETA Project, Ohio State University

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Case Studies, *Decision Making, Demography, Employment Programs, Environmental Influences, Federal Programs, Field Studies, Job Training, *Management, Manpower Development, National Programs, *Objectives, *Program Administration, *Program Effectiveness, Program Evaluation

Identifiers—*Comprehensive Employment and Training Act

A study was conducted to (1) assess the relation of different CETA management decisions at the prime sponsor level to program goal achievement and (2) assess the conditions under which specific management decisions seem most likely to maximize goal achievement. Members of a research team visited 15 prime sponsorships throughout the United States to collect data on seven different external local conditions and systematically investigate eight areas of local management decisions. Seventeen Ohio prime sponsorships for which there was detailed data available were used as a comparison group. The conclusions were that (1) CETA at the local level is not a highly constrained system; (2) local programmatic choices are not determined by factors such as unemployment, the history of pre-CETA manpower programs, demographic composition of the community, the nature of persons served, or the activities of the Department of Labor; and (3) program performance is significantly affected by factors over which local managers have considerable control; program mix; programmatic priorities; and management decisions in the areas of staff quality, data collection and use, monitoring and evaluation of programs, degree of subcontracting for service delivery, use of requests-for-proposal for subcontracting, open decision making centered in the advisory council, and conflict management strategies. (EM)

ED 143 811 CE 012 169

**Kurland, Norman D.
Lifelong Learning in the Public Interest.**

Pub Date 21 Oct 76

Note—19p.; Speech presented at the Conference on Lifelong Learning in the Public Interest (Racine, Wisconsin, October 21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Adult Vocational Education, *Career Education, Community Education, *Continuous Learning, *Cooperative Planning, Educational Coordination, Educational Legislation, Federal Aid, Federal Legislation, Futures (of Society), Libraries, Museums, *Post Secondary Education, Profes-

sional Continuing Education, *Public Support, Speeches

Identifiers—United States

In this paper, the author notes that lifelong learning is at the confluence of a number of separate streams from the recent past, each of which flows into the broad concept of lifelong learning and brings its own set of concerns that have helped generate a need to consider where the streams are going. These streams, or educational areas, are briefly discussed, focusing on various past and present changes in each area: adult education; postsecondary education; continuing and extension education; continuing education in the professions; career education, education and work, recurrent education; adult vocational education; community education; libraries and museums; the media; research; and foreign development. Concluding remarks cover suggestions for dealing with the problem of fragmentation in adult education and for building a unified adult education foundation. (EM)

ED 143 812 95 CE 012 172

Margolius, Sidney

How to Survive in Consumer Education.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date 11 Nov 76

Note—12p.; Speech presented to project directors of projects funded under the Consumers' Education Program (Washington, D.C., November 11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Consumer Education, *Educational Needs, Instructional Materials, Selection, Speeches, *Teacher Role, Teaching Techniques

If consumer educators are going to survive in their field, they're going to have to be (1) selective, (2) very knowledgeable of their specialization, (3) and willing to use both traditional classroom educational methods and some of the newer techniques. Because consumer problems have become so pervasive and complex, it becomes necessary to concentrate education on the most widespread and serious problems: heavy installment buying at high finance charges, large medical expenses due to inadequate insurance, rising fees, and lack of knowledge of free or low-cost care, heavy housing expenses, high food costs, transportation expenses, lack of knowledge of community resources, lack of understanding of how to manage money and do long-range planning, and need for guidance in rights and responsibilities to prevent costly legal problems. A major difficulty in consumer education is finding impartial experts and materials to deliver truly useful information. Teachers must be aware of the limitations of materials produced by business interests, government, commercial magazines and newspapers, and even costly educational services producing filmstrips, textbooks, and other literature. Each must do his own screening and choosing. Some useful nontraditional teaching methods include discussion of legislative issues and formation of buying clubs. (JT)

ED 143 813 08 CE 012 187

Manning, Charles

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

Napa County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Los Angeles; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—89p.; For related documents see CE 012 185-187

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Educational Administration, *Evaluation Methods, Followup Studies, *Management Information Systems, *Program Effectiveness, Program Evaluation, Regional Programs, *School Districts, Secondary Schools, State Departments of Education, State Programs, Systems Analysis, Systems Approach, *Vocational Education, Vocational Training Centers

Identifiers—California, *District Review of Vocational Education

This report contains findings of a followup study of the impact of the District Review of Vocational Education (DROVE) on 19 secondary school districts and four regional occupational

programs and centers (ROP/Cs) in California reviewed during 1974-75. (The followup study of the impact of DROVE is the third phase of DROVE, a three-phased, structured, consultant-directed evaluation system designed to improve the effectiveness and efficiency of secondary school district vocational education management systems, and to provide local, State, and Federal decisionmakers with current management information.) Some of the findings presented follow: District directors of vocational education rated 91% of their report recommendations as being reasonable; they also rated 78% of their recommendations as being implemented or in the process of implementation. Fourteen of the 19 district superintendents reported positive change or improvement in their district as the result of DROVE, and 16 of the 19 district vocational education coordinators reported change in their district attributable to DROVE. Recommendations note that DROVE should be continued, as the DROVE process is a vehicle for improvement of vocational education program management and a source of valuable information for State and Federal decisionmakers. Additional information on DROVE is appended to this report. (BL)

ED 143 814 08 CE 012 200

Ryan, Charles W. And Others.
Career Education in Higher Education. An Infusion Model.

Maine Univ., Orono. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 77

Grant—300-76-0338

Note—191p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Career Education, College Teachers, Curriculum Development, Educational Objectives, Faculty Development, *Fused Curriculum, Higher Education, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Models, *Post Secondary Education, Program Descriptions, Units of Study

Identifiers—Husson College ME, University of Maine

This document was designed to provide a vehicle for educators in postsecondary institutions to (1) develop a philosophical position regarding the career education concept, (2) consider the philosophical implications of career education as related to curriculum reform in institutions of higher education, and (3) develop procedures for relating the content of curriculum to the needs of students enrolled in postsecondary institutions. The major portion of this document is comprised of instructional units which represent faculty and administrative efforts to infuse career education concepts at the postsecondary level, using two schools as examples—University of Maine and Husson College. Sixteen sample units (University of Maine) intended for use in the areas of education and human development and nine sample units (Husson College) intended for use in business education and business administration are included. Each instructional unit includes an introduction, unit goals, unit objectives, learning activities, resources, evaluation, and time constraints, as required by the model used by staff for the production of these units. A separate chapter (10 pages) illustrates the approach developed to train faculty and staff in the philosophy and concepts of career education. (TA)

ED 143 815 08 CE 012 253

Venerable Disease. Consumer Health Education.
Arkansas Univ., Fayetteville, Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.
Bureau No—B-5.9

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Community Education, Curriculum Guides, *Disease Control, *Health Education, Hygiene, Parent Education, Preventive Medicine, Program Guides, Resource Materials, Secondary Education, *Venereal Diseases

Designed to be used by health educators when teaching youths and their parents about the control of venereal disease (syphilis and gonorrhea), this booklet includes the following: (1) a two-page teaching plan consisting of objectives for

both youths and adults along with notes on subject matter, methods (including titles of films and printed materials), procedure, target audience, resources (persons and materials), and follow-up and evaluation; (2) a brief outline for a youth program about venereal disease (VD) control covering potential audience groups, lecture presentation topics and film, title of a pamphlet to hand out, and suggested evaluation methods; (3) a brief outline for a VD control program for young and middle-aged adults covering potential target groups, presentation topics, and film; (4) suggestions for including VD education with other programs and hints on how to reach youth on the topic of VD; (5) brief descriptions of five recommended films; (6) a listing of recommended printed materials, the name and address of their source, and the intended target audience; (7) fifty questions and answers about VD control; and (8) six pages of content on syphilis and gonorrhea including nature and cause, symptoms, effects, detection methods, treatment, most susceptible persons, preventative measures, and screening and/or treatment contact. (EM)

ED 143 816 08 CE 012 294

General Business for Economic Awareness. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date 77

Note—161p., Pages 82 and 83 (containing a cross-term puzzle) were copyrighted and therefore removed; They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, Business Subjects, Consumer Economics, *Consumer Education, Curriculum Guides, *Daily Living Skills, *Learning Activities, Money Management, Secondary Education, Skill Development

Designed to assist secondary teachers of general business courses, this guide suggests student objectives, content, and activities as a point of departure for teaching general business particularly, as it relates to economic awareness. Eleven instructional units are included: Business All Around Us; Finding Information; Career Exploration; Money; Planning and Spending Income; Banking Services; Investment Opportunities; Taxes, Insurance, Filing Information, Citizenship, Legal Relations, and Government Regulations; and Using Communication, Transportation, and Travel. In addition to the specific objectives, related content, and suggested student activities (which are presented in a three-column format), each unit includes overall objectives and a suggested vocabulary. Brief information on job families (or clusters) and a bibliography of audiovisual and other materials are appended. (SH)

ED 143 817 08 CE 012 321

A Model to Implement Career Education.

Robbinsdale Independent School District 281, Minn.

Note—24p.; For related documents see CE 012 321-323; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Opportunities, Career Planning, Cluster Grouping, *Models, Occupational Choice, *Program Development, *Vocational Development, Vocational Interests

A brief discussion of a school/life model of career development, designed to provide for elimination of curriculum overlap, consistent evolution and integration of the career education concept, and understanding and communication with participating staff, is presented in this document. Eight elements are listed representing the main factors considered in theories of career development and education: (1) Self awareness, (2) educational awareness, (3) career awareness, (4) economic awareness, (5) decisionmaking, (6) competency/skill awareness, (7) employment skills, and (8) attitudes and appreciations. The following four areas designed as "clusters" are also contained as a guide for using the world of work with the eight elements: Community clusters (e.g., business/manufacturing/construction); USOE 15 occupational clusters; subject matter clustering (math, science, social studies, etc.); and personal clustering (emphasizes the individual's capacities, interests, and opportunities). Appendixes comprise the major portion of this manual. "Career Education: A Practical Ap-

proach," by C. Helling, is appended to add dimension to the model overview. Additional appendixes include basic tenets of career education, definitions of the eight career education elements, and clustering concept examples. (BL)

ED 143 818 08 CE 012 344

Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—285p.; For a related document see CE 012 344-346

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Awareness, *Career Education, Curriculum, Curriculum Guides, Grade 1, Grade 2, Grade 3, Kindergarten, *Learning Activities, Motivation Techniques, Occupational Clusters, Primary Education, Resource Materials, Teacher Developed Materials

Identifiers—West Virginia, West Virginia (Mason County)

The first of a three-volume set, this career education instructional manual for grades K-3 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: two units are included specifically for the early childhood level, eight units for grade 1, eight units for grade 2, and seven units for grade 3. The units follow the same general format by first presenting the instructional objectives, and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of this document. (BM)

ED 143 819 08 CE 012 345

Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—224p.; For a related document see CE 012 344-346

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Awareness, *Career Education, Curriculum Guides, Elementary School Curriculum, Grade 4, Grade 5, Grade 6, Intermediate Grades, *Learning Activities, Motivation Techniques, Occupational Clusters, Resource Materials, Teacher Developed Materials

Identifiers—West Virginia, West Virginia (Mason County)

The second of a three-volume set, this career education instructional manual for grades 4-6 was developed primarily by teachers. The broad goals of the teaching units are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. The teaching units are then presented by grade level: seven units are included specifically for grade 4, six units for grade 5, and five units for grade 6. The units follow the same general format by first presenting the instructional objectives for each

unit and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of this document. (BM)

ED 143 820 08 CE 012 346

Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—345p.; For a related document see CE 012 344-346

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Education, *Career Exploration, Curriculum Guides, High School Curriculum, Job Application, Job Skills, *Learning Activities, Motivation Techniques, Occupational Clusters, Secondary Education, Skill Development, Teacher Developed Materials

Identifiers—West Virginia, West Virginia (Mason County).

The third of a three-volume set, this career education instructional manual for grades 7-12 was developed primarily by teachers. The broad goals of the twenty-five teaching units presented are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. Each teaching unit first presents the instructional objectives and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of the document. (BM)

ED 143 821 CE 012 385

Caples, Jeff D. And Others
Development of Prevocational Training for Deaf/Blind.

Richmond State School, Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Occupational Research Coordinating Unit, Austin.

Pub Date Jun 77

Note—535p.; This study was developed by Multihandicapped Project of the Richmond State School in Texas

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Aurally Handicapped, Blind, *Curriculum Development, Curriculum Evaluation, Deaf, *Inservice Teacher Education, Interagency Cooperation, Job Skills, Needs Assessment, Parent Education, *Prevocational Education, Program Descriptions, Program Evaluation, Skill Development, *Visually Handicapped

Based on the assumption that visual and auditory impairments are frequently accompanied by limited communication and social skills which are necessary for vocational success, this document reports a study on the development of prevocational training programs for the deaf and blind. The report first defines the needs of this special population and how the data were obtained. The establishment of an interagency collaboration to evaluate the project activities and provide additional information is then described. The development, implementation, and evaluation of both the staff training program and the parent training program are also presented. The major portion of this document reports the development, implementation, and evaluation of the project curriculum. An equipment list, information sources list, and glossary are included. (BM)

ED 143 822 08 CE 012 387

Spivey, Glenward L.

Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Bureau No—RCU-A-77-026

Pub Date 1 Jun 77

Note—127p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Change, Psychological Characteristics, Social Science Research, *Teacher Attitudes, Teacher Characteristics, *Teacher Morale, Teacher Motivation, *Vocational Education Teachers

Identifiers—Alabama

In light of the accelerated rate of change in vocational education, research was done to clarify relationships among teacher attitudes which would assist administrators in facilitating change. This study investigated the relationship between morale and change orientation of Alabama vocational education teachers. The Purdue Teacher Opinionnaire and Russell's Change Orientation Instrument were administered to 936 teachers selected randomly from five vocational education service areas in Alabama. Findings indicated there is a small relationship between morale and change orientation, the largest measured association being between change orientation and satisfaction with teaching. Conclusions were that teachers with high morale tend to have more positive attitudes toward change and that teacher morale is regulated by a number of variables including daily student load, adequacy of facilities and equipment, and age and education of the teacher. Recommendations were made regarding need for further morale and change orientation studies to generate additional information covering a broader range of personnel and influencing factors. (BL)

ED 143 823 CE 012 389

Program Improvement Priorities for Vocational Education. Summary Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Bureau No—RCU-A-77-027

Pub Date Jun 77

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Curriculum Development, Demonstration Programs, Educational Needs, Educational Research, Needs Assessment, *Program Improvement, Rating Scales, *Research Needs, Special Education, *Staff Improvement, Surveys, *Vocational Education

Identifiers—Alabama

Conducted to determine priority areas for program improvement activities in Alabama's vocational education system, the specific objectives of this study were to develop a list of areas that are in need of vocational education research and that should be addressed through exemplary programs; develop a list of needs for curriculum development activities and professional development activities; prioritize each of the lists based on the perceptions of persons surveyed; and prepare a report of the findings for use in planning, reviewing, conducting, and managing program improvement efforts in Alabama. A modified Delphi technique was used as the method for gathering the data. The sample of 199 people consisted of persons from various groups within the state directly involved in or affected by vocational education. The areas which received the highest priority rankings were inservice needs for instructors and instruction for special needs students. The appendices include the survey forms, correspondence sheets, and the tabulated and ranked results. (BM)

ED 143 824 CE 012 390

Leidenfrost, Nancy B. And Others

Paraprofessionals in Home Economics Programs for Low-Income Families.

Extension Service (DOA), Washington, D.C. Div. of Home Economics.

Report No—PA-1173

Pub Date Mar 77

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Vocational Education, Community Involvement, Curriculum Guides, Educational Objectives, Extension Education, *Home Economics, *Job Training, *Low In-

come Groups, Needs Assessment, *Paraprofessional Personnel, Personnel Evaluation, Personnel Selection, *Program Content, *Program Development, Program Evaluation, Program Planning, Recruitment, Teacher Education, Teaching Guides, Teaching Techniques

This booklet was developed as a guide for home economists who are responsible for teaching paraprofessionals (individuals who usually have no college degree and are trained and supervised by county home economists) how to teach low-income families. The content is in seven short sections: (1) Planning the Program discusses available resources, understanding your audience, determining objectives, community involvement, program records, and compliance with federal employment regulations; (2) Employing Paraprofessionals covers job descriptions, recruiting, interviewing applicants, selection criteria, notifying applicants, and an employee handbook; (3) Training Paraprofessionals discusses designing and implementing the training curriculum; (4) Reaching The Audience presents information on teaching paraprofessionals how to find and recruit clientele; (5) Teaching Low-Income Families discusses understanding the learner, identifying the learner's needs and interests, and teaching techniques; (6) Supervision covers the supervisor's role, employee morale and job satisfaction, rules, autocratic versus human relations approach, counseling interviews, performance appraisals, and rewarding paraprofessionals; (7) Evaluating the Program discusses what evaluation is, steps in evaluating, and evaluation tools and techniques. An appendix includes steps for gaining community support of the program; sample employment application; self-evaluation form for aides; hierarchy of human needs (suggestions for teaching); supervisor's form for evaluating an aide's performance; and a food behavior check list. (EM)

ED 143 825 CE 012 391

Health Manpower Literature. Volume 1. Number 1.

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date Jul 77

Grant—DL-42-25-72-10

Note—87p.; Some parts may be marginally legible due to type size of the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Abstracts, Accountability, Administrative Personnel, *Annotated Bibliographies, Cost Indexes, Employment Opportunities, *Employment Projections, Federal Programs, Health Insurance, *Health Occupations, Health Personnel, Health Services, Job Market, *Labor Market, Labor Unions, *Manpower Needs, *Manpower Utilization, Paramedical Occupations, Public Policy

Identifiers—Massachusetts (Boston), Massachusetts (Cambridge), United States

Intended for researchers in the health manpower field, this booklet contains abstracts of books and journal articles on health manpower published over the past eighteen months and a report of a study of the Center for Medical Manpower Studies. The booklet begins with two pages that list ten health manpower indicators involving costs, patient admissions, and numbers of health personnel. The next section, "The Market for Middle Echelon Health Care Administrators" (MEHCAs), describes a study conducted to assess the potential employment opportunities of MEHCAs in hospitals, long-term facilities, and ambulatory facilities in the Boston-Cambridge area. It includes projections of demand for MEHCAs and the impact of national health insurance on these projections. The abstracts section includes two-page abstracts of five books ("The Union Epidemic," "Health Manpower Information for Policy Guidance," "The Manpower Problem in Mental Hospitals," "A Spy in the House of Medicine," and "Physician Productivity and the Demand for Health Manpower") and one- to two-page abstracts of fourteen articles. Some representative titles are "An Overview of Primary Health Care," "Productivity of Women Physicians," and "The Role of New Health Practitioners in a Prepaid Group Practice." A list of the seventy-seven journals searched for the abstracts is included. (EM)

ED 143 826 95 CE 012 394

Copeland, Harlan G. And Others

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

Syracuse Univ., N.Y.

Spons Agency—New York State Education Dept., Albany.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Note—291p.; Best copy available

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Adult Education, Colleges, *Data Collection, Educational Needs, Extension Education, Feasibility Studies, Management Information Systems, *Needs Assessment, Policy Formation, *Post Secondary Education, Program Planning, *Research Methodology, Sampling, State Departments of Education, *State Surveys, Statewide Planning, Universities

Identifiers—Delphi Technique

Objectives of a three-phase New York State study were (1) to test the feasibility of an institutional sampling survey for providing descriptive data about the nature and scope of continuing education in postsecondary degree-granting institutions, (2) to test the applicability of the Focus Delphi research method for assessing the priority educational needs and goals for degree-granting postsecondary institutions, and (3) to evaluate the feasibility of integrating the information-gathering system for postsecondary education into the State Education Department management information system. In the institutional survey descriptive information was sought concerning the kinds of continuing education opportunities available, the audiences served, the number of participants, and the subject matter areas studies. The methodology consisted of constructing and administering a questionnaire to a sample of university and college personnel, analyzing the data, and reporting the findings. The Delphi study sought the responses of policy advisors, continuing education administrators, faculty members, and clients to alternative adult and continuing education goals and strategies. The phase three task involved becoming familiar with the management information system of the state education department and evaluating its compatibility with the data collection procedures used in the two preceding phases. (Results of each phase are reported separately and a final chapter synthesizes them into ten selected policy issues in continuing education, e.g., expansion of specific types of course offerings and future research needs.) (JT)

ED 143 827 08 CE 012 401

McGinley, Gerry P.

Administrator's Guide to Career Education in the Elementary School.

Nevada Univ., Reno, Research and Educational Planning Center.; Washoe County School District, Reno, Nev.

Spons Agency—Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.; Office of Education (DHEW), Washington, D.C.

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, *Administrative Responsibility, Articulation (Program), *Career Awareness, *Career Education, Educational Objectives, Elementary Education, Facility Requirements, Instructional Materials, Personnel Needs, *Program Administration, Program Costs, *Program Development, Program Evaluation, Program Length, Supplies

This document provides a step-by-step guide to assist administrators in implementing a career awareness development program on the elementary level. First the program is described by the four basic attitudes and ten overall objectives which underlie all the program activities. Then the administrative responsibilities are presented under the following areas of consideration: funding, contacts, time, implementation, organization, personnel, space, supply and materials, and evaluation. These administrative responsibilities are divided into standard and optional categories so that each district or school can adapt the guide to its individual needs and resources. Finally the basic concepts for an elementary (K-

6) career awareness development program are listed according to grade level. (BM)

ED 143 828 08 CE 012 405

Adult Career Education Counseling Project. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-73-5225

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Counseling, Adult Education Programs, Adult Educators, Counselor Role, *Counselor Training, Demonstration Programs, Independent Study, Individualized Programs, Job Skills, *Learning Modules, Learning Processes, *Models, Occupational Guidance, *Performance Based Education, Program Design, *Program Development, Vocational Counseling, Vocational Development

Identifiers—*Skills for Adult Guidance Educators

A special demonstration project to develop, pilot test, evaluate, and disseminate a competency-based, open-entry/open-exit training program model for adult education guidance and counseling personnel resulted in the development of SAGE (Skills for Adult Guidance Educators). The SAGE training system was developed in nine steps including exploring scholarly research and conducting a nationwide survey; defining a philosophy of individual development materialized in the conceptual model; and defining a philosophy of instruction materialized in the training model. The conceptual model is predicated on an interrelationship among four concepts: life stage, life style, life space, and total life planning. The training model is based on the following concepts: evidence of learning is a learner's performance; performance is measured in on-the-job situations; and the rate of learning is determined by the learner. SAGE, a module system of self-instructional packages, contains twenty-one broad skill areas (role statements) required of adult education guidance and counseling personnel which are each subdivided into specific skills. Each specific skill is taught in one module with each module containing the following components: Learning Objective, Rationale, Preassessment, Learning Activities, and Postassessment. This system may be adapted to many diverse adult and counselor education settings. (The twenty-one role statements and seventy-five module titles are appended, and information on their availability is included.) (EM)

ED 143 829 CE 012 410

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affective Objectives, *Age Groups, Behavioral Objectives, Career Awareness, *Career Education, Cognitive Objectives, *Educational Assessment, *Educational Objectives, *Vocational Development, Young Adults, *Youth

Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories: (1) Knowledge, abilities, and attitudes relevant to career decisions and (2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several subheadings followed by the objectives for each of four age categories—ages 9, 13, 17, and 26-35. An outline of the objectives serves as an index, and a brief introductory chapter describes the procedures followed in developing these objectives (which are a revision of those used for the first national assessment of COD in 1973-74). Preface material includes notes on the major goals of the National Assessment of Educational Progress (NAEP), which gathers information about the knowledge, skills, understanding, and attitudes of young people ages 9, 13, 17, and 26-35 in 10 learning areas, one of which is career and occupational development (COD). A list of the advisory panel and of the subject-matter and

lay people who reviewed the COD objectives is appended. (JT)

ED 143 830 08 CE 012 411

Melton, Dale H.

Community Resource Guide for Career Education.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—007VW

Pub Date Jun 77

Grant—OEG-4-74-5200

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Community Resources, *Cooperative Planning, Cooperative Programs, Educational Planning, *Parent Participation, Parent School Relationship, Program Planning, Resource Guides, Resource Materials, *School Community Cooperation, *School Industry Relationship

Ideas, examples, resources, and references for use by those interested in promoting collaborative educational efforts in their community are presented in this manual. Three major purposes of the guide are to bring together current materials on school-community cooperation; to assist in improving the quality of present collaborative efforts; and to encourage the development of new ideas and procedures. The manual is divided into four chapters: (1) Collaboration: Rationale, Necessary Changes, and Proposed Actions; (2) Coordination of School-Community Collaborative Efforts; (3) Resources, Services, and Activities Involving School and Community; and (4) Parent Involvement in Career Education. Extensive appendices provide examples of school/community/industry cooperation in educational ventures. These examples range from suggestions to resource persons for making effective presentations, and tips on speaking to students, to guidelines for planning and implementing career education workshops, and using business/labor/industry representatives as career development resource personnel. (BL)

ED 143 831 08 CE 012 414

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

New Educational Directions, Crawfordsville, Ind.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jun 77

Grant—G007604329

Note—79p.; For related documents see CE 012 414-415 and CE 012 479; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Academic Achievement, Career Awareness, Career Choice, *Career Education, Decision Making Skills, *Educational Objectives, Elementary Secondary Education, Federal Aid, Interpersonal Competence, Job Skills, Literature Reviews, *Measurement Goals, *Program Effectiveness, Program Evaluation, Synthesis, Vocational Development, Vocational Followup, Work Attitudes

This report synthesizes the evaluation results of forty-five federally funded K-12 career education programs. Although, according to the author, diversity in individual program goals and evaluation procedures made the synthesis difficult and inconclusive, the tabulated evaluations are used to provide a status report on career education's progress toward meeting its goals. This status report, organized around the ten learner outcome goals for career education released by the U.S. Office of Education, can be summarized by the following statements: Concerning competence in the basic academic skills, results are neither positive nor negative but significant in selected instances; concerning values that foster a desire to work, results show good evidence of success; concerning career decision-making skills, results indicate that these skills were consistently strengthened; concerning job specific occupational skills and interpersonal skills, results show that the first area is rarely evaluated and that evaluations of interpersonal skills are encouraging but inconclusive; concerning self-understanding and understanding of educational-vocational opportunities, no objective data of self-understanding were reported but career awareness was achieved in the overwhelming majority of cases; and concerning vocational follow-up and consistency of career decisions, evidence indicates that it is still too early to measure these factors. In all other areas results were either lacking or too sparse to be significant. (BM)

ED 143 832 08 CE 012 415
Recommendations for the Implementation and Management of Career Education Projects.

New Educational Directions, Crawfordsville, Ind.
 Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
 Pub Date May 77
 Grant—G007604329

Note—17p.; For related documents see CE 012 414-415 and CE 012 479

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advisory Committees, Articulation (Program), *Career Education, Consultants, Demonstration Projects, Federal Aid, Inservice Education, Inservice Teacher Education, Material Development, Placement, Preservice Education, *Program Administration, Program Coordination, Program Costs, Program Design, *Program Development, Program Evaluation, *Program Improvement, Program Planning, Research Needs, School Community Relationship, Staff Improvement, Synthesis

Identifiers—Office of Education, United States

A project involved the compilation of recommendations appearing in the final performance and evaluation reports of eighty-one career education programs funded by the U.S. Office of Education (USOE) during 1976. After undergoing four reviews, 475 recommendations which were project specific were eliminated and the remaining 230 recommendations were placed into nineteen general categories for the purpose of determining trends within each of the categories. The nineteen categories and their respective recommendations are included in this report, with each category presented as a separate section. The categories are as follows: program planning, project staffing, project management, implementation strategies, preservice training, inservice training, consultants, demonstration sites, advisory committees, community, special needs groups, multisite projects, coordination/articulation, materials development, placement, dissemination, evaluation and research, funding, and USOE. (BM)

ED 143 833 95 CE 012 416
Dialogue. Career Education Mini-Conferences for Associations. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date May 77

Contract—300-76-0391

Note—227p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01729-6)

EDRS Price MF-\$0.83 HC-\$1.21 Plus Postage.

Descriptors—*Career Education, Community Cooperation, Conference Reports, Educational Legislation, Inservice Education, Leadership Responsibility, Minority Groups, *Professional Associations, *Teacher Associations, Teacher Participation

Proceedings of nine "mini-conferences" (each consisting of four representatives from each of three associations) on career education held during the period January-April, 1977, are contained in this report. Also included are a series of statements/documents prepared independently by association subcommittees. Various issues of concern to the participants are listed for each conference, followed by a dialogue directed toward specific issues selected for discussion. Major themes include defining career education and related terms; teacher involvement in career education; community collaboration in career education; career education legislation; suggestions for association involvement in career education; leadership roles in career education; inservice education in career education; and career education for special groups. A list of the 27 associations and a roster of participants appear at the end of the report. (BL)

ED 143 834 08 CE 012 421
Hamlin, Roger E. And Others

A Policy Information System for Vocational Education.

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498AH50216

Pub Date Jan 77

Note—159p.; For related documents see CE 012 421-430; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Educational Planning, Enrollment Projections, *Estimated Costs, Facility Planning, Information Systems, Instructional Staff, Manpower Needs, *Models, *Needs Assessment, Policy Formation, *Program Planning, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this report presents a simplified eight-step method for long-range planning in vocational education. The planning model is presented in two major components: A procedures summary containing the eight steps used in the program planning process, and one or more alternative methods for making the projections called for in the summary. Methods for making the projections are presented in two parts. Part I is comprised of steps 1-4 which assess total enrollment projections, student interest, labor market demand, and program enrollment projections. Steps 5-8 comprise part II and take the sets of program projections developed in part I and use them to estimate instructional staff needs, instructional staff costs, capital outlay, and consumable costs associated with each program. A planning year form for combining the results of all the steps on one sheet is included and a flow diagram of the procedures for planning is shown. (This report is designed for use in conjunction with another publication developed by the same team of authors entitled "Planning for Vocational Education.") (BL)

ED 143 835 08 CE 012 422

Hamlin, Roger E. And Others

Planning for Vocational Education.

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498AH50216

Pub Date Jan 77

Note—233p.; For related documents see CE 012 421-430; Best copy available

EDRS Price MF-\$0.83 HC-\$1.21 Plus Postage.

Descriptors—Agencies, Budgeting, Community Planning, Curriculum Development, *Educational Planning, Facility Planning, Instructional Staff, Manpower Needs, *Models, Organization, Placement, Program Planning, Student Interests, *Systems Approach, *Vocational Education

One of 10 publications resulting from a comprehensive long-range vocational education planning project, this report presents three areas of study: The applicability of the planning process to vocational education, a description of the planning model in detail, and an examination of organizational structures for educational planning and their relationships to other community planning systems. Chapter I provides an overview of vocational education and the planning process. Chapter II describes labor market planning as it relates to vocational education, and chapter III analyzes the projection and evaluation of student interest in vocational education. Chapters IV through VIII look at the major systems internal to vocational education: Curriculum development, facility and equipment planning, planning for instructional personnel, accounting and budgeting, and placement programs. Chapter IX relates vocational education planning to other planning systems including community or urban planning, labor market planning, and others. (BL)

ED 143 836 08 CE 012 423

Hamlin, Roger E. And Others

Preliminary Long-Range Planning Model.

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498AH50216

Pub Date Jan 77

Note—67p.; For related documents see CE 012 421-430; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Computer Oriented Programs, *Educational Planning, Enrollment Projections, *Estimated Costs, Facility Planning, Information Systems, Instructional Staff, Manpower Needs, Models, *Needs Assessment, Policy Formation, *Program Planning, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this planning model is a boiled-down version of the complete computer based system presented in "Policy Information System Computer Program." It has been reduced to 50 pages of step-by-step procedures and fill-in-the-blank forms for use in teaching an administration the entire planning process of projecting the need, supply, and cost of vocational education programs offered by a single district or agency. Only a single method for estimating each set of projected figures in this planning process is contained in this model. The components covered are base enrollment projections, student interest, labor market demand, program enrollment, program teaching staff requirements, instructional staff costs, program capital costs, and program consumables costs. The model is designed to operate in 1-year increments to a maximum of five years, and the provision is made for combining the component summaries to obtain a unified view of the program outlook. (If alternative methods of projecting costs are desired, the related documents are recommended.) (BL)

ED 143 837 08 CE 012 424

Hamlin, Roger E. And Others

Implementing Long-Range Planning for Vocational Education.

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498AH50216

Pub Date Jan 77

Note—61p.; For related documents see CE 012 421-430; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Computer Oriented Programs, Educational Coordination, *Information Systems, *Models, *Pilot Projects, Policy Formation, Program Evaluation, *Program Planning, School Systems, Testing Problems, *Vocational Education

Test application and implementation of techniques and methods developed in the planning model, A Policy Information System for Vocational Education, are described in this report. (The computer planning model and policy information system designed for use in planning at the local level brings variables of student interest, manpower demand, enrollment projections, costs per program, placement, and other factors into a form so that they can be utilized to help administrators in long-range planning and decisionmaking.) A section of the report is devoted to each of the three sites in which the planning model was tested (Grand Rapids, Flint, and Battle Creek, Michigan), and the various problems and difficulties that occurred during the pilot test of the model are described. The implementation process is detailed, and differences between sites in organizational structure and test procedures are compared. Conclusions and recommendations are offered regarding the implementation process, and the model in general, which can be applied to the use of the model in other sites. (BL)

ED 143 838 08 CE 012 425

Hamlin, Roger E. And Others

Vocational Education Summary Planning Program.

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—498AH50216

Pub Date Jan 77

Note—26p.; For related documents see CE 421-430; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Enrollment Projections, Estimated Costs, *Information Systems, Instructional Staff, Manpower Needs, *Program Planning, Student Interests, *Vocational Education

A shortened version of the planning model developed in "A Policy Information System for Vocational Education" is contained in this booklet. Initial handout sheets for training sessions to get vocational administrators started in planning and utilizing the computer based system are presented. They include a list defining the categories on the input form and the type of in-

formation to be provided for each, and a list to facilitate selection and ranking of program goals. An example of the completed program with all options is also provided. (When completed, the program is designed to provide administrators with information on projected enrollments, cost, and comparative rankings of programs.) (BL)

ED 143 839 08 CE 012 426

Hamlin, Roger E. And Others
Policy Information System Computer Program.
Michigan State Univ., East Lansing. Proaction
Inst.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Bureau No.—498AH50216

Pub Date Jan 77

Note—147p.; For related documents see CE 012
421-430; Not available in hard copy due to
marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.

Descriptors—*Computer Programs, *Educational
Planning, Enrollment Projections, Estimated
Costs, *Information Systems, Instructional
Staff, Manpower Needs, Needs Assessment,
*Policy Formation, *Program Planning, Student
Interests, *Vocational Education

The concepts and methodologies outlined in
"A Policy Information System for Vocational
Education" are presented in a simple computer
format in this booklet. It also contains a sample
output representing 5-year projections of various
planning needs for vocational education. Computer-
ized figures in the eight areas corresponding to
those in the Policy Information System (total dis-
trict enrollment, student interest, labor market
demand, program enrollment, instructional staff
needs, instructional staff costs, capital outlay, and
consumable costs) are shown, and diverse ele-
ments of vocational education requiring further
postgraduate research are presented in skeletal
form. Various methods for making projections are
presented and explained in detail in the sam-
ple outputs. (BL)

ED 143 840 08 CE 012 427

Hamlin, Roger E. And Others
Planning for Vocational Education: A Selected
Bibliography.

Michigan State Univ., East Lansing. Proaction
Inst.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No.—498AH50216

Pub Date Jan 77

Note—55p.; For related documents see CE 012
421-430

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, City
Planning, Educational Needs, Management,
Manpower Needs, *Program Planning, *Voca-
tional Education

One of 10 publications from a long-range voca-
tional education planning project, this bibliog-
raphy presents major sources and publications
providing information on vocational education
planning. It contains sources from literature on
vocational education, urban planning, labor mar-
ket planning, and management. The bibliography
contains three sections: Annotated listings of the
sources considered most useful to vocational edu-
cators, a longer listing of sources (alphabetical by
author), and a key word index. (BL)

ED 143 841 08 CE 012 428

Featherstone, Richard And Others
A Ph.D. Program for Vocational Education.

Michigan State Univ., East Lansing. Proaction
Inst.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No.—498AH50216

Pub Date Jan 77

Note—49p.; For related documents see CE 012
421-430

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Computer Science Education, Doc-
toral Degrees, *Doctoral Programs, Graduate
Study, Higher Education, *Models, Per-
formance Based Education, Program Design,
*Program Planning, *Vocational Education
Identifiers—Michigan State University, University
of Toronto (Canada)

One of 10 publications from a long-range voca-
tional education planning project, this report
presents the results of exploring the feasibility

and need for a doctoral program in education
planning. Three models were developed: (1) The
first is based on a competency approach,
designed to use those professional experiences
that would help bring the candidate from a
known level of competency to a needed level of
competency, (2) the second follows the tradi-
tional approach, requiring a major, a cognate, a
minor, and a research competency, culminating
in a dissertation, (3) the third follows the overall
outline of the second but the major and minor
would come from specific departments, and a
computer skill area would also be required. A
complete description of the University of Toron-
to's degree requirements in the field of planning
and the corresponding program of study are ap-
pended. Course descriptions of vocational educa-
tion planning courses offered at Michigan State
University are also appended. (BL)

ED 143 842 08 CE 012 429

Data Element Dictionary for Vocational Educa-
tion.

Michigan State Univ., East Lansing. Proaction
Inst.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No.—498AH50216

Pub Date Jan 77

Note—349p.; For related documents see CE 012
421-430

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Community, Courses, *Dictionaries,
Educational Facilities, Educational Finance,
*Electronic Data Processing, Information
Processing, *Information Storage, Instructional
Staff, *Management Information Systems,
*Program Planning, Students, *Vocational
Education

One of 10 publications from a long-range voca-
tional education planning project, this dictionary
is designed to help the planner identify vocation
planning data elements and organize them for
storage and easy accessibility. This publication
serves to identify and describe (1) those data ele-
ments required to support current planning and
administrative needs, (2) certain data elements
anticipated as being required for future planning
products, (3) certain data elements commonly
maintained by institutions for operational and re-
porting purposes, and (4) certain terms that are
needed to help identify institutional characteris-
tics for exchange purposes that are not
generally included in an institutional data file.
Many of the data elements permit the inclusion
of institutionally defined categories within the
particular data element. This dictionary is a
revised and edited version of a similar document
developed by the National Center for Higher
Education Management Systems (NCHEMS), but
the final section contains data elements for com-
munity variables which are not included in the
NCHEMS document. (BL)

ED 143 843 08 CE 012 430

The Development and Implementation of a
Management and Information System for Long-
Range Planning of Vocational Education Pro-
grams at the Local Level. Final Report.

Michigan State Univ., East Lansing. Proaction
Inst.

Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C.

Bureau No.—498AH50216

Pub Date Mar 77

Grant—G007500676

Note—39p.; For related documents see CE 012
421-430

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Information Systems, Management
Information Systems, Management Systems,
*Policy Formation, *Program Planning,
*Systems Development, *Vocational Education

The final summary of the progress, accomplish-
ments, findings, and recommendations of a pro-
ject to develop and implement a management in-
formation system for long-range planning of voca-
tional education at the local level is presented in
this report. Goals and purposes of the original
proposal are stated and their development traced
in research, work tasks, and staff organization.
Procedures for developing and testing planning
models are outlined, and major activities and
events summarized, as are major findings and
recommendations. The bulk of the report
presents a description of publications and outputs

of the project, and directs the reader to these
publications for more detailed presentations.
These publications include "A Policy Information
System for Vocational Education," the computer
planning model for vocational education, a mono-
graph on the various systems involved in planning
for vocational education, an annotated bibliog-
raphy, a report presenting the need for a doctoral
degree program with an emphasis in educational
planning, a report on the implementation of the
policy information system in several test cities,
and a data element dictionary for vocational edu-
cation. (BL)

ED 143 844 08 CE 012 462

Koble, Daniel E., Jr., Comp. Newton, Mark,
Comp.

Developing the Leadership Potential of Urban Vo-
cational Education Administrators. (Conference
II). 1977 National Leadership Seminar for Ad-
ministrators of Vocational Education in Large
Cities (Arlington, Virginia, March 26-29, 1977).
Leadership Training Series No. 50.

Ohio State Univ., Columbus. Center for Voca-
tional Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C.; Ohio State Dept. of Educa-
tion, Columbus. Div. of Vocational Education.

Pub Date Apr 77

Contract—G05-76-00038

Note—122p.; For a related document see ED 137
508

Available from—Center for Vocational Educa-
tion, Ohio State University, 1960 Kenny Road,
Columbus, Ohio

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Personnel, Ad-
ministrator Education, Administrator Role,
Conference Reports, Educational Finance,
Educational Philosophy, Handicapped Students,
Inservice Education, Job Placement, Leader-
ship Qualities, *Leadership Training, Man-
power Needs, *Metropolitan Areas, Organi-
zations (Groups), Post Secondary Education,
Program Evaluation, *Program Improvement,
School Industry Relationship, *Staff Improve-
ment, Urban Schools, *Vocational Education

The six topics presented in this report which
were addressed in seminars conducted at a con-
ference, second in a series, focusing on develop-
ing the leadership potential of urban vocational
education administrators. The six topics are (1)
Educational Organizations in the Large Cities;
The Challenge Ahead, (2) Achieving Urban Vo-
cational Improvement by Involving National Or-
ganizations, (3) Strategies for Assuring that
Funds Allotted to Cities for Vocational Programs
Will Be Spent for the Intended Purposes, (4)
Facilitating the Employability of Handicapped
Persons Through Regular Vocational Programs,
(5) Evaluating Vocational Education Programs
on the Basis of Job Placement and Labor Market
Supply and Demand, and (6) Strategies for Im-
proving the Quality of Vocational Education
Leadership in Large Cities. Also, papers
presented under three topics (topics 2 through 4
above) were synthesized by a group task force
and the resulting position papers (3), are in-
cluded. Program participants' names and ad-
dresses and the agenda are appended. (BL)

ED 143 845 95 CE 012 465

McFann, Howard H. And Others
Consideration of Alternative Educational Systems.
Human Resources Research Organization, Alex-
andria, Va.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Jun 71

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Support, *Comparative
Analysis, Cost Effectiveness, *Educational Al-
ternatives, Educational Assessment, *Evalu-
ation Criteria, *Instructional Systems, Learning
Motivation, Staff Role

A discussion of factors associated with evalua-
tion of proposed alternative educational systems
is presented in brief form. Emphasis is given to
enumeration of critical characteristics serving as
the basis of comparison, examination of alterna-
tive systems in terms of each characteristic, and
determination based on the comparison as to
whether the systems are meaningful alternatives.
Six characteristics are presented as central to the
comparison of proposed educational programs:
(1) Learning outcomes; (2) maximizing the

number of available alternative options; (3) voluntary attendance; (4) management of motivation; (5) cost effectiveness; and (6) support of and identification with program by staff and community. A brief discussion of measurement considerations pertaining to each characteristic is also included. A selected bibliography is appended. (BL)

ED 143 846 CE 012 466

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.

Pub Date Jan 77

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Needs, Employer Employee Relationship, *Evaluation Methods, Government Employees, Measurement Instruments, *Needs Assessment, Personnel Management, *Program Development, *Program Evaluation, Program Guides, *Program Planning, *Staff Improvement, Work Attitudes

This manual is a guide for the training supervisor, specialist, or other official who has to plan, develop, and carry through a training program for improving the effectiveness of the employee development program, particularly in a governmental department of highways. The content is in three chapters: (1) Identifying Training Needs briefly discusses the process for identifying training needs, summarizes what to observe and study as clues to possible training needs (need indicators), and in detail, discusses several data gathering methods for need determination: interviews, questionnaires, records and reports analysis, tests, group problem analysis by line supervisors, and job analysis and performance review; (2) Meeting Training Needs briefly discusses the available methods and resources for meeting needs and the major steps involved in planning and conducting a training program; and (3) Evaluation discusses the nature, meaning, and purpose of evaluation, standards, and seven major steps in evaluation. The last thirty pages of this manual contain charts, samples, and descriptions illustrating plans and methods for evaluating the scope and goals of the overall program; organization and administration of training; the training process itself; and the results of training. (EM)

ED 143 847 CE 012 468

Gildenhorn, Marjorie

Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.

Planning and Human Systems, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Jul 77

Note—278p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Annotated Bibliographies, *Correctional Education, *Employment Programs, *Federal Programs, Financial Support, Glossaries, *Guidelines, *Job Training, Manpower Development, Prisoners, Program Design, Program Evaluation, Program Guides, Program Planning

This technical assistance guide for offender programs is a guidebook to be used by CETA (Comprehensive Employment and Training Act) prime sponsors, state manpower service councils, state manpower planning councils, and Department of Labor (DOL) regional staff concerned about offenders and interested in developing employment and training programs for them. There are two parts. Part I contains four chapters that provide background information on (1) past and present DOL offender programs, (2) the offender (statistics on the total offender population, characteristics of the offender, how society views the offender, and DOL offender target groups), (3) CETA and the criminal justice system, and (4) barriers to employment of offenders, particularly efforts to remove legal and attitudinal barriers. Part II is a program reference guide with three chapters: (1) funding, program components, and staffing of CETA programs for offenders, (2) strategic and operational program planning, and (3) program assessment (targets, criteria, cost effectiveness, techniques, etc.). Appendixes contain a three-part bibliography (annotations of selected reference materials, a sub-

ject-matter bibliography, and an alphabetical listing of references and resources) and two glossaries (one containing a list of terms and definitions related to the criminal justice system and one of selected "con" language). A cross-referenced index to the guide is also included. (JT)

ED 143 848 CE 012 474

Thomas, Edward G. White, Patrick E.

Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date Oct 76

Note—225p.; Some parts may reproduce poorly due to small type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Business, Cooperative Planning, *Exchange Programs, *Industry, Models, Program Descriptions, Program Development, Program Evaluation, Program Guides, *Program Planning, School Community Cooperation, School Industry Relationship, *Staff Improvement, Staff Role, Teacher Exchange Programs, Teacher Workshops, *Vocational Education Identifiers—*Kentucky, Program Evaluation and Review Technique

A staff exchange project designed to provide for an exchange of vocational education teachers and administrators with supervisors and technicians from business and industry is presented in this handbook. A step-by-step plan, for use at State, regional, and local levels, is given for initiating, planning, and implementing an exchange project. Six chapters are presented which parallel the various stages of the project: (1) Rationale and Objectives of Staff Exchange Projects, (2) Initiating and Staffing the Project, (3) The Planning Phase (including a month-by-month breakdown of planning tasks and activities), (4) The Operational Phase, (5) Workshops (pre-exchange and post-exchange), and (6) Evaluation Plans. Approximately one-fourth of the manual is comprised of an appendix which includes planning and operational phase PERT charts, three operating models (with task and activity lists), and a complete project evaluation plan. (BL)

ED 143 849 CE 012 475

Tingey, Lana Mae Thomas

Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education.

Pub Date Aug 77

Note—91p.; Master's Thesis, Montana State University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Age, *Career Education, Educational Finance, *Home Economics Teachers, Information Sources, School Size, State Surveys, *Teacher Attitudes, Teaching Experience Identifiers—Future Homemakers of America

The purpose of a study was to determine (1) Montana high school home economics teachers' attitudes toward career education, and (2) if a significant relationship existed between selected variables and these attitudes. A previously tested questionnaire was partially redesigned and mailed to 200 high school home economics teachers in Montana. Respondents (169 or 84.5%) showed positive attitudes toward career preparation in high school, combining school and employment, local funding of career education, career education principles, and incorporating it into subject matter courses. Magazines and journals, Office of Public Instruction, and books were the most popular sources of career education information. There was a relationship between (1) vocational funding and integration of career education, and (2) sources of information and school size. No relationship existed between sources of information and (1) age of respondent and (2) years of experience. And no relationship existed between attitudes toward career preparation in high school and (1) age of respondent, (2) years of experience, (3) school size, (4) F.H.A. chapters, and (5) integration of career education. (Author/BL)

ED 143 850 95 CE 012 476

Jencks, Christopher And Others

The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—944p.; For a related document see CE 012 481. Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Data Analysis, *Data Collection, *Economic Status, Educational Experience, Employment Level, Family Background, Individual Characteristics, National Surveys, *Social Indicators, *Statistical Data, Surveys

This volume contains eleven appendices, varying from 5 to 165 pages, which describe the sample used in the analysis of ten surveys of American men aged 25-64 to determine the effects of family background, adolescent personality traits, cognitive test scores, and earnings in maturity. The appendices are (1) 1970 Census 1/1000 Sample; (2) 1962 Survey of Occupational Changes in a Generation; (3) 1966 Productive Americans Survey; (4) 1967-74 Panel Study of Income Dynamics; (5) 1973 NORC Amalgam Survey; (6) 1966 National Longitudinal Survey of Older Men; (7) 1964 Veterans Survey; (8) 1960-1972 Project Talent Longitudinal Survey; (9) 1974 Kalamazoo Brothers Survey; (10) Census Data on Education and Income: 1940-1970; and (11) Project Talent Sibling Sample. Each of the first nine appendices describes the data collection procedures and restrictions imposed on the sample; describes the survey questions and the variables; discusses the frequencies, means, and standard deviations of these variables; compares these distributions to those in other sample; describes bivariate distributions of key variables; and presents multiple regression equations predicting test scores, education, and economic success. The tenth appendix describes the variables; populations; treatment of missing data; and the distributions and cross tabulations of the variables for three comparison samples. The last appendix briefly covers sample restrictions, means, and standard deviations; and correlations among variables. The eleven appendices contain 176 tables showing statistical relationships. (EM)

ED 143 851 08 CE 012 478

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report.

Dingle Associates, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Contract—400-76-0162

Note—289p.; Includes many photographs (of conference participants) which may not reproduce well

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Career Education, *Community Involvement, Conference Reports, *Cooperative Planning, *Educational Needs, Educational Planning, Educational Practice, *Educational Problems, Vocational Development

A summary of the content of a national conference on career education as a cooperative effort is presented in this report. Included are descriptions of career education practices now in existence, summaries of sessions related to conceptual efforts and technical skills required for career education, and comments from various critics of career education. Four major sections comprise the report: (1) Summaries of speeches made during the conference's four general sessions; (2) articles written by reporters (for the most part, college journalism students) on selected concurrent sessions; (3) synopses of most sessions not covered by reporters, based on abstracts submitted by the presenters for these sessions; and (4) a list of the majority of the presenters at the conference, listed according to session theme or clustered according to the area of concern addressed. These clusters included: Career Education by Levels and Settings; Career Education by Function; Career Education by Special Population Groups; Educational Skills and Approaches; Career Education Community Resources; and Career Education Concepts. (BL)

ED 143 852 08 CE 012 479
The Design of Career Education Evaluations in 1975-76.

New Educational Directions, Crawfordsville, Ind.
 Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jul 77

Grant—G007604329

Note—43p.; For related documents see CE 012 414-415 and CE 012 479

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Career Education, Data Analysis, Data Collection, Elementary Secondary Education, *Evaluation Methods, Federal Aid, Formative Evaluation, *Program Evaluation, Program Validation, Summative Evaluation, *Technical Writing
 Identifiers—Third Party Evaluation

Based on reviews of the final performance and evaluation reports of 81 career education projects funded by the U.S. Office of Education during 1976, this comprehensive report seeks to identify ways of making future evaluation efforts in this area more fruitful. The introduction consists of definitions of key terms and a clarification of the source of information on which this report is based. Part I is a discussion of common pitfalls in career education evaluation design, execution, and reporting. Part II presents several unique and/or high quality (according to the author(s)) evaluation strategies identified in reviewed reports. Part III, addressed specifically to project directors, concerns the effective utilization of contractual evaluation services. (Author/BM)

ED 143 853 CE 012 480

Reubens, Beatrice G.

Bridges to Work: International Comparison of Transition Services.

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—DLMA-21-26-73-51

Pub Date Jul 77

Contract—DL-21-26-73-51; DL-21-36-75-20

Note—330p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Comparative Analysis, Cross Cultural Studies, *Developed Nations, Employment Problems, *Employment Services, Government Role, *Guidance Services, *National Programs, Occupational Guidance, Organization, Public Policy, Secondary School Students, Vocational Adjustment, Vocational Followup, *Youth, Youth Employment
 Identifiers—Canada, Europe (West), Japan, *School to Work Transition, United States

Using a cross-country framework which draws on the experience of the developed nations—Western Europe, Canada, the United States, and Japan—this study examines the way countries view the problems of the transition from school to work and the role of the transition services in smoothing the passage. Focus is on the formal and public transition services provided by official agencies at various levels of government which encompass information, guidance, placement, induction, and follow-up of young workers on the job. Stressing the experience of a few countries whose size or programs command attention, the study alludes to others when they have distinctive experience or policies. Greatest emphasis is placed on the problems and services for the age group which enters work after lower or upper secondary education. An introductory chapter outlines the objectives. Chapter 2 presents the basic discussion of the intermediary services of which the transition services are part. In chapter 3 the organizational structure of the transition services is analyzed. Chapters 4 and 5 deal with educational and occupational guidance, and chapter 6 reviews the issues and practice in guidance and counseling. Chapters 7, 8, and 9 are devoted to methods of finding jobs and official job placement efforts. Induction to work and the follow-up of young people in their early jobs are the subjects of chapter 10 while chapter 11 summarizes and discusses policy implications. The full 928-item bibliography is included. (JT)

ED 143 854 95 CE 012 481

Jencks, Christopher Rainwater, Lee

The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Grant—NIE-G-74-0077

Note—883p.; For a related document see CE 012 476. Several charts and pages may not reproduce well due to faint type

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$1.67 HC-\$47.55 Plus Postage.

Descriptors—*Academic Achievement, Cognitive Tests, Demography, *Economic Status, *Educational Experience, *Employment Level, *Family Background, Income, *Individual Characteristics, Males, National Surveys, Occupations, Personality, Personality Tests, Racial Differences, Research Methodology, Social Indicators, Social Science Research, Socioeconomic Status, Statistical Analysis, Test Results

Ten surveys of American men aged 25-64 were analyzed to determine the effects of family background, adolescent personality traits, cognitive test scores, and years of schooling on occupational status and earnings in maturity. Some of the findings follow: Data on brothers indicated that prior research has underestimated the effect of family background on earnings. Adolescent test scores indicated that cognitive skills have a substantial effect on occupational status and earnings independent of background. Data on adolescent behavior indicated that personality traits may exert as much impact on economic success as cognitive skills. Controlling background and adolescent test scores indicated that less than half the observed association between years of schooling and earnings is causal. (The last third of this report covers the study's methodology. It examines the measures used regarding economic success, family background, test scores and years of schooling; describes the statistical methods; and pinpoints the reasons for differences between the nine principal samples. An appendix describing the samples used in this study is available as a separate document.) (EM)

ED 143 855 08 CE 012 484

Curriculum Development in Occupational Exploration.

Tarboro City Schools, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Jun 77

Note—61p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Exploration, Classroom Games, *Curriculum Development, Educational Objectives, Instructional Materials, *Junior High Schools, *Material Development, *Occupational Clusters, Program Descriptions, Program Evaluation, Teaching Guides, Vocational Development

A project conducted by Tarboro City Schools (North Carolina) involved the development of an individualized curriculum, suitable for students in grades 7, 8, and 9. Emphasis for the project was on using the most effective components of different approaches from across the State to meet the State's goals for occupational exploration, while providing organized experiences for the student. The project consisted of eight steps: The development of goal statements; the compilation of a list of occupations for each of 15 selected occupational clusters; selection of a sample of occupations which represented favorable employment opportunities and various levels of training and educational requirements; correlation of the developed goal statement with the selected occupations; the development of appropriate learning experiences for each of the occupations; the pilot testing and revision of the developed curriculum; the field testing and revision of the developed curriculum; and the dissemination of the developed curriculum. The project resulted in a curriculum consisting of 144 study units, 47 information board games, and a comprehensive teacher's guide. This report of the project includes a sample study unit, a teacher evaluation form, list of selected occupations, and other curriculum related material. (SH)

ED 143 856

Berenson, Gail, Ed.

CE 012 490

A Bibliography of Instructional and Professional Materials for Adult Basic Education.

Urban Adult Learning Center, Portland, Maine.
 Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date 77

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, *Bibliographies, *Daily Living Skills, Educational Resources, *Instructional Materials, Resource Guides

This bibliography was developed for use by adult basic education instructors and administrators in selecting appropriate instructional and professional materials for the adult student. The instructional materials listing comprises approximately 90% of the bibliography, each citation including publisher's name, title, and reading level (basic, 0-3; intermediate, 4-6; and advanced, 7-8). These materials are grouped into the following content areas: Applications and Forms, Consumer Education, Driver's Education, English as a Second Language, Family and Home, Free-Time and Hobbies, Handwriting, Health, Independent Reading, Jobs, Language Arts, Legal Rights and Practical Government, Magazines and Newspapers, Maps and Graphs, Mathematics, Reading Programs, Reference Works, Religion, Sex Education, Science, Social Science, Spelling, Understanding Self and Others, and Vocabulary Development. The remainder of the bibliography lists professional materials, each citation including publisher's name, title, and author. Some representative titles are: Handbook of Adult Education in the U.S.A.; Approaches to Individualized Reading; Problems of Library Work with the Under-Educated; Teaching Word Recognition Skills; On Becoming a Person; A System Approach to Adult Education; Teachers Guide for Using the Math Experience Program; ABE: A Guide for Teachers and Teacher Trainers; Administrator's Guide to the Use of Volunteer Teachers; and Counseling in Adult Basic Education. Names and addresses of approximately 450 publishers and other resources are included. (EM)

ED 143 857

CE 012 491

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.

Congress of the U.S., Washington, D.C.

Pub Date 5 Aug 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conservation (Environment), *Demonstration Projects, *Employment Programs, *Federal Legislation, *Federal Programs, Job Development, *Job Training, Labor Legislation, Public Service Occupations, Young Adults, Youth, *Youth Employment

Identifiers—Young Adult Conservation Corps, *Youth Employment and Demonstration Projects Act

Enacted by Congress in August 1977 to provide employment and training opportunities for youth and to provide for other improvements in employment and training programs, this act is cited as the Youth Employment and Demonstration Projects Act of 1977. It has three titles. Title I—Young Adult Conservation Corps—amends the Comprehensive Employment and Training Act of 1973 by adding this title to establish the corps to provide employment and other benefits to youths who would not otherwise be currently productively employed, through a period of service during which they engage in useful conservation work and assist in completing other projects of a public nature on federal and nonfederal public lands and waters. Title II—Youth Employment Demonstration Programs—amends Title II of the Comprehensive Employment and Training Act of 1973 by adding a part C to establish a variety of employment, training, and demonstration programs to explore methods of dealing with structural unemployment problems of the nation's youth. Subparts cover youth incentive entitlement pilot projects, youth community conservation and improvement projects, and youth employment and training programs. Title III contains miscellaneous provisions including transfer of funds and waivers of fund limitations. (JT)

ED 143 858

CE 012 510

Sireno, Peter J.

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report.

Northeast Missouri State Univ., Kirksville.
Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Bureau No.—1280

Pub Date 1 Jul 77

Note—234p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Business, Entry Workers, Individualized Instruction, Industry, Inservice Education, *Job Skills, *Managerial Occupations, *Manpower Needs, Occupational Surveys, Post Secondary Education, Preservice Education, Program Planning, Promotion (Occupational), *Supervisors, *Supervisory Activities, *Supervisory Training, Task Analysis, Vocational Education

Identifiers—Missouri

To determine the core competencies essential for entry employment and/or advancement for mid-management (supervisory) positions, data was collected based on the following objectives: identify mid-management job titles within the public and private sectors of the economy whereby occupational entry can be obtained by completing preservice and mid-management vocational programs or inservice mid-management vocational programs; identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents; cluster these occupational competencies; and provide vocational planners with the competencies. Questionnaires were sent to 243 employers and 1,000 employees in sixteen different industries, public and private, in Missouri. Responses (from 40%) represented ten industries. The major conclusions found were these: there are a number of mid-management positions that can be secured by the two-year mid-management graduate, particularly in the manufacturing industry; a definite need exists for the institutions of higher education to play a more active role in providing inservice mid-management programs; there are a set of common core competencies needed by mid-management personnel employed in both the private and public sectors; and the set of core competencies identified in this project can be used as the basis for developing and/or revising inservice mid-management programs and individualized instructional packages. Four major recommendations were made to vocational program planners. (Author/BM)

ED 143 859

CE 012 521

Dean, Marshall A.

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.

Link Educational Labs., Hope Hull, Ala.

Pub Date 77

Note—32p.

Available from—Link Educational Laboratories, P.O. Box 25, Hope Hull, Alabama 36043 (\$3.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Federal Legislation, *Handicapped Students, *Inservice Programs, *Paraprofessional School Personnel, *Personnel Policy, Personnel Selection, Program Descriptions, Regular Class Placement, Special Education Teachers, Team Training, *Vocational Education, Vocational Education Teachers

Identifiers—*Arkansas

How paraprofessionals in vocational education programs for the disadvantaged and handicapped are being selected, trained, paid, and utilized is the major focus of the study presented in this document. The need for paraprofessional help and the use of the paraprofessional's time in serving handicapped students is discussed first. Then the barriers which prohibit or limit the use of paraprofessionals are presented. Examples of inservice education programs for paraprofessionals in vocational education settings for handicapped and disadvantaged students are included. A discussion of the factors adding impetus to the increased use of paraprofessionals precedes the author's conclusions. Two major conclusions are stated: The paraprofessional is becoming an important member of the teaching staff and will be

employed in even greater numbers in the years ahead; and both professionals and paraprofessionals must learn to work together. Finally, based on the finding that training for mainstreaming has been inadequate, the author outlines six features to be included in a new inservice training model designed on a team learning concept. Seven summary statements of the research findings conclude the report. (BM)

ED 143 860

CE 012 530

Career Profiles in Forestry, Conservation, Ecology, Environmental Management.

Forest Service (DOA), Washington, D.C.

Report No.—FS-308

Pub Date Jan 77

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 001-001-00423-5; \$0.35, minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Agricultural Occupations, *Conservation (Environment), *Ecology, Educational Experience, *Employment Opportunities, Environment, *Forestry, Forestry Aides, Forestry Occupations, *Occupational Information, Professional Occupations, Technical Occupations, Wildlife Management

Information on job requirements, educational requirements, and career possibilities for careers in forestry, conservation, ecology, and environmental management are explained in this booklet. A list of other sources of information on these occupations is also provided. (TA)

ED 143 861

CE 012 534

Hobbie, Richard A. Fein, Alan

Public Employment and Training Assistance: Alternative Federal Approaches.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date Feb 77

Note—97p.; Tables may be marginally legible due to light print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.45)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Budgets, Disadvantaged Groups, Economically Disadvantaged, *Employment Programs, Employment Statistics, Employment Trends, *Federal Programs, Financial Support, *Government Role, Income, Job Development, *Job Training, Policy Formation, Program Costs, Program Effectiveness, *Public Policy, Public Service Occupations, Unemployment Insurance, Youth Employment

Identifiers—Comprehensive Employment and Training Act, United States, Work Incentive Program

An analysis of the structural elements of the employment situation was done in 1977 to provide congressional members with pertinent information for their use in making policy decisions about federal role and budget in employment and training programs. It was concluded that the Federal Government can implement four basic budget strategies: create additional jobs, increase the skills of certain types of workers, provide income assistance to workers experiencing employment problems, and reduce discriminatory practices. Although public service employment programs in 1976 came in high proportions from low-income and minority groups, training programs placed a greater emphasis on the disadvantaged and youth populations. Public service employment can increase the current earnings of unemployed workers but it is doubtful that there are any lasting gains in future earnings. There are low annual earnings gains from training programs in relation to costs. However, training programs may fund opportunities for youth, minorities, and the economically disadvantaged that are not available in the private sector. (This booklet has a chapter describing recent trends in employment, training, and related income assistance policy; discusses the four possible policy options for 1978; and includes twenty-four tables of statistics regarding the participants, costs, and effects of various employment, training, and assistance programs.) (EM)

ED 143 862

CE 012 541

Shortlidge, Richard L., Jr.

The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Aug 77

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, *Day Care Services, Demography, Educational Background, *Employment Potential, Family Income, *Labor Force Non Participants, Labor Market, *Mothers, National Programs, National Surveys, Preschool Children, Work Attitudes

Identifiers—National Longitudinal Surveys, United States

Data obtained from the National Longitudinal Surveys of women who were 17 to 27 and 34 to 48 years of age in 1971 were utilized to analyze the potential female labor supply response to a national program of free day care centers. Women who were out of the labor force at the time of the 1971 survey were asked about their willingness to seek employment if free day care centers were available to them. Whether a woman would search for employment if given access to free day care facilities is hypothesized to be a function of (1) her family's composition, (2) her previous labor market behavior and attitudes, (3) her family's earnings, (4) her educational attainment, and (5) her geographic location and the demand for female labor in her locality. The analysis indicates that the availability of free day care centers would draw proportionately more black than white women with children under six into the labor force. For both whites and blacks, the impact would be greatest among those women with a positive orientation toward employment outside the home. (EM)

ED 143 863

CE 012 542

Greenhouse, Carol

The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0508-01

Bureau No.—BSSR-538

Pub Date May 77

Grant—51-11-73-02

Note—59p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Problems, Demonstration Programs, *Education Vouchers, *Feasibility Studies, Institutional Research, Job Training, Nondirective Counseling, Program Administration, Program Development, *Program Evaluation, *Research Problems, Staff Role, Trainees, Vocational Education, Welfare Recipients

Identifiers—Oregon, *Oregon (Portland), *Work Incentive Program

This report is a retrospective account of a single research project conducted between 1973 and 1976 which involved a field study of the administrative feasibility of vouchers for skill training in the Work Incentive Program (WIN) in Portland, Oregon. (The program was designed to change relationships among clients, WIN staff, and training vendors, by transferring responsibility for decision making and negotiations for training arrangements from staff to clients—nondirective counseling.) Focus in this report is on how evaluation research or feasibility testing (using the implementation of the WIN voucher system as an example) can be effected by staff non-cooperation, problems of intra- and interagency coordination, and other variables (e.g., goal conflict, communication). A sixteen-page concluding section discusses literature concerned with program evaluation and describes elements which might go into a systematic approach to program implementation analysis. Suggestions for ways in which a two-level approach to evaluation research might increase the clarity, comprehensiveness, and sophistication of research results are also included. (SH)

ED 143 864

CE 012 543

Parnes, Herbert S. King, Randy

Middle-Aged Job-Losers.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date [77]
Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Change, Employment Opportunities, Employment Patterns, *Employment Potential, Employment Problems, Income, *Job Layoff, Longitudinal Studies, *Males, *Middle Aged, National Surveys, *Personal Adjustment, Unemployment, Vocational Adjustment, *Work Environment

A study involving ninety-nine men who had been involuntarily separated from their jobs was done to analyze (1) what happens to a man over forty-five years old when he loses a job after having served with his current employer for at least five years; (2) what are the probabilities of his finding work within a reasonable period of time; (3) how likely is he to become discouraged and retire; (4) if he does find work, how does it compare with the previous job; and (5) what impact does the total experience have on his economic position and physical and mental well-being. Longitudinal data from the 1966 to 1973 National Longitudinal Surveys (NLS) of middle-aged men were used which provided the opportunity to observe men prior to and two years after their job separation and compare them to a matched control group of employees. The present study suggests that while job displacements during middle age are not common, they occur frequently enough to constitute a social problem. No occupational or educational category of men is immune to this kind of career disruption. The major long-term impact of displacement appears to have been a substantial deterioration in occupational status. In addition to economic losses, the displaced workers suffered from deteriorating health and some sense of alienation. (EM)

ED 143 865 95 CE 012 557
South Carolina D.E. Teacher-Coordinator Operational Handbook.

South Carolina State Dept. of Education, Columbia.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73
Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Distributive Education, Distributive Education Teachers, Evaluation, Instructor Coordinators, Measurement Instruments, Post Secondary Education, *Program Administration, *Program Coordination, Program Development, Program Evaluation, Program Guides, *Program Improvement, *Public Relations, Secondary Education, *Teacher Role, Youth Clubs

Identifiers—Distributive Education Clubs of America, South Carolina

Designed to present information and suggestions for developing effective and productive distributive education programs, this handbook is intended as a guideline to aid new and experienced teachers, school administrators, guidance personnel, lay public, and students. The first of seven sections contains an overview of the distributive education teacher/coordinator roles. These roles include responsibilities in the following areas: Program operations, coordination, Distributive Education Clubs of America (DECA), program improvement, public relations, and evaluation. The remaining six sections explain more fully each of the above mentioned areas by providing suggestions for planning, conducting, reporting, and evaluating the activities involved. The appendixes include a media and methods checklist, suggestions for talks to civic groups, and pointers and rules to follow when publicizing through newspapers or arranging for radio and TV promotion. (BM)

ED 143 866 95 CE 012 561
Shaltry, Paul Kester, Ralph J.

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—50p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119A, \$4.90; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, *Administrator Role, Career Education, *Career Planning, Change Strategies, *Guidance Programs, Leaders Guides, Leadership Training, *Management Systems, *Occupational Guidance, Program Administration, Program Design, Program Development, Program Guides, Program Planning, School Community Relationship, Secondary Education, Supervisory Activities, *Systems Development, Vocational Development

Identifiers—Career Planning Support System

One of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, this guide is designed to help the CPSS coordinator become familiar with CPSS and his or her role. (The Career Planning Support System is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) The five sections in this guide lead the coordinator through an inspection of CPSS materials and include exercises to explain the purpose and content of the system. The five sections cover CPSS materials, content and perspective of CPSS, the coordinator's role in CPSS, implementing CPSS, and the coordinator's role as a facilitator of change. It is suggested that activities be performed sequentially and within a one-week period. (TA)

ED 143 867 CE 012 562
Lowry, Cheryl Meredith And Others

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—87p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119B, \$6.25; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Advisory Committees, Career Education, Career Planning, Committees, Community Resources, *Guidance Programs, Instructional Materials, Leaders Guides, *Management Systems, Material Development, Needs Assessment, *Occupational Guidance, *Program Administration, *Program Development, Program Evaluation, Program Planning, Resource Allocations, School Community Relationship, Secondary Education, Surveys

Identifiers—Career Development Units, *Career Planning Support System

This coordinator's handbook, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is designed as a project management tool and provides step-by-step procedures for planning, leading, and coordinating CPSS activities. (CPSS is a comprehensive guidance program management system which offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Each of the eight chapters in this handbook deals with a major step in the CPSS process. In each chapter, the first part contains background information on the step in addition to information on parallel activities. The second part lists specific steps for planning, organizing, and accomplishing tasks; activities that the coordinator will monitor are included. The chapters are titled Getting Started, (focuses on selecting the steering and advisory committees), Assessing Resources, Assessing Needs: Surveying, Assessing

Needs: Tabulation, Selecting Program Goals, Producing CDUs (Career Development Units), Reviewing Your Program Annually, and Reassessing Your Program. A sample trend graph for coordinator use and information on the CPSS Information File are appended. (TA)

ED 143 868 95 CE 012 563

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDUs. Career Planning Support System.
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Contract—NE-C-00-3-0079

Note—175p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119BM, \$7.40; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Career Planning, Community Resources, Educational Resources, Guidance Programs, *Instructional Materials, *Management Systems, *Measurement Instruments, *Occupational Guidance, *Program Administration, Program Development, *Records (Forms)

Identifiers—Career Development Units, Career Planning Support System

This package of camera ready masters is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Included are masters (questionnaires, instructions, CPSS Program Information File, etc.) needed for the following CPSS activities: Resource Assessment, Surveying, Tabulation, Selecting Program Goals, and Producing Career Development Units (CDUs). The number of copies and time for use is explained in the coordinator's handbook component (CE 012 562) of CPSS. (TA)

ED 143 869 95 CE 012 568
Shaltry, Paul

Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—15p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119C, \$1.75; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Role, *Advisory Committees, Career Education, Career Planning, *Guidance Programs, Guides, Leaders Guides, *Leadership Responsibility, Management Systems, *Occupational Guidance, Program Administration, Program Design, Program Planning, Secondary Education

Identifiers—Career Development Units, *Career Planning Support System

This handbook for the advisory committee for the Career Planning Support System (CPSS) is one of twelve documents describing CPSS and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This handbook

defines the responsibilities and duties of advisory committee members, and provides an overview of CPSS. The role of the advisory committee is discussed in general and in terms of its role during resource assessment activities, during the validation of program goals, and during the review of career development units and the annual program review. A format for evaluating career development units (CDUs) is included in the appendix. (TA)

ED 143 870 95 CE 012 569

Burkhardt, Carolyn M. And Others

Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—77p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119D, \$4.50; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, *Community Resources, *Data Collection, *Educational Resources, *Guidance Programs, Information Needs, Information Sources, Leaders Guides, Management Systems, *Occupational Guidance, Program Development, *Records (Forms), Resource Allocations, Secondary Education

Identifiers—Career Planning Support System

This guide is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide is intended for the resource leader, for use in directing a task force to collect information on and account for the use of resources in the school and community, resulting in data which is to be used for the development and operation of the career guidance program. The major portion of this guide consists of thirty-nine forms designed to collect the following types of information: (1) current career guidance activities in the high school, its feeder schools, and the state and district, (2) available school and community resources that could be used in career development activities, and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school. (TA)

ED 143 871 95 CE 012 570

Amesquita, Marshall And Others

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—19p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119E, \$1.90; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Role, Career Education, Career Planning, Committees, *Data Collection, Graduate Surveys, Guidance Programs, Information Needs, Information Sources, Leaders Guides, Management Systems, *Needs Assessment, *Occupational Guidance, Parent Attitudes, *Questionnaires, Resource Materials, School Surveys, *Surveys

Identifiers—Career Planning Support System

Instruction for faculty/staff members on the needs assessment task force to lead others in preparing, administering, and collecting questionnaires is contained in this guide, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This procedural guide is separated into four major sections, each section providing procedural steps to be carried out by one team during surveying. Separate steps are described for student, parent, graduate, and faculty/staff questionnaire teams; some steps involve managerial tasks and others involve team-oriented tasks. (Information gathered on the questionnaires is intended for use in determining the direction of the school's career guidance program.) (TA)

ED 143 872 95 CE 012 571

Coatney, Richard P. And Others

Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—62p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119F, \$3.80; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, Community Surveys, *Data Processing, *Guidance Programs, *Guidelines, Leaders Guides, Management Systems, *Needs Assessment, *Occupational Guidance, Program Development, School Surveys

Identifiers—Career Planning Support System

This guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, provides instruction for faculty/staff members (on a needs assessment task force) to lead others in manually tabulating data collected on four questionnaires administered as one of the activities of CPSS. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) (This guide will probably not be used if data is analyzed by computer. The computer option is discussed in the procedural guide on assessing needs—surveying.) Procedural sections of this guide provide detailed instructions for accomplishing the following tasks: Transfer questionnaire responses to code sheets; add each column on each code sheet and record sums; transfer sums on each code sheet to summary sheets; total summary sheets; compute percentages and sums of rankings and transfer to nine tables; and record all fill-in statements and comments. It is noted that results of the tabulation are intended for use in setting goals for the school's career guidance program. (TA)

ED 143 873 95 CE 012 572

Burkhardt, Carolyn M. And Others

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—11p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119G, \$1.75; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, *Educational Methods, Guidance Personnel, *Guidance Programs, Leaders Guides, Management Systems, Needs Assessment, *Occupational Guidance, *Program Evaluation, Teaching Methods, *Vocational Counseling, *Vocational Development

Identifiers—Career Development Units, Career Planning Support System

Information in this brief guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is directed to the method specialist (a member of the CPSS steering committee) and provides procedures and a list of questions to aid in analyzing career development methods that may be appropriate for use in career development units (CDUs). (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) It is noted that the method specialist is expected to assist the committee's review and approval of all CDUs, to recommend improvements when appropriate, and to review the CDU evaluation results after they have been implemented. (TA)

ED 143 874 95 CE 012 573

Adams, Kay A. And Others

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—41p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119H, \$3.25; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Affective Objectives, Autoinstructional Aids, Behavior, *Behavioral Objectives, Career Education, Career Planning, Cognitive Objectives, Criterion Referenced Tests, *Guidance Programs, Guides, Inservice Teacher Education, Management Systems, Manuals, *Occupational Guidance, Psychomotor Objectives, Student Behavior, *Technical Writing

Identifiers—Career Planning Support System

Information and exercises on writing behavioral objectives and on deriving them from goal statements is contained in this self-instructional manual, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) Areas discussed in this manual include the following: (1) parts of behavioral objectives (pretest, actors, behavior, conditions, degree of success, posttest), (2) types of behaviors (pretest, cognitive domain, affective domain, psychomotor domain, less and more complex behaviors, posttest), (3) types of behavioral objectives (criterion objectives, enabling objectives, posttest), and (4) deriving criterion and enabling objectives. The appendix contains example behaviors for objectives. Answers are provided to pre- and posttests in the course of the text. (TA)

ED 143 875 95 CE 012 574

Adams, Kay A. And Others

Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist.

Research & Development Series No. 119-J. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—13p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119), \$1.75; 12-item set, RD 119, \$80.00

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Units, *Behavioral Objectives, Career Education, Career Planning, *Guidance Programs, *Inservice Teacher Education, Leaders Guides, Management Systems, *Material Development, *Occupational Guidance, Teaching Guides, Teaching Methods Identifiers—Career Development Units, Career Planning Support System

This guide is one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services, which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide provides procedures for teaching instructors about behavioral objectives and their function in the construction of career development units (CDUs). The behavioral objective specialist's role in relation to CDU instructors is also delineated. The appendix, comprising the major portion of this guide, specifically deals with behavioral objective development through brainstorming. (TA)

ED 143 876 95 CE 012 575

Burkhardt, Carolyn M. And Others

Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—20p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119), \$1.90; 12-item set, RD 119, \$80.00

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Activity Units, Behavioral Objectives, Career Education, Career Planning, Curriculum Development, Guidance Personnel, Guidance Programs, Guides, Management Systems, *Material Development, *Occupational Guidance, Secondary Education, Teacher Developed Materials, Teaching Guides Identifiers—*Career Development Units, Career Planning Support System

This document is one of twelve describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This document, directed at career development instructors, focuses on how to produce career development units (CDUs), defined as a teaching and/or counseling activity designed and written to establish methods for helping students achieve the behavioral objective for all or part of a given goal.) Procedures are detailed for the CDU format and evaluation. Appendixes contain additional information on behavioral objectives, a sample CDU (which outlines goal, objectives, instructors, infusion points, participants, schedule, methods, resources, and evaluation), and instructions for completing CDU evaluation forms. (TA)

ED 143 877 95 CE 012 576

Lowry, Cheryl Meredith. And Others

Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—NE-C-00-3-0079

Note—26p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (four filmstrip/cassette tapes with scripts, RD 119K, \$15.00; 12-item set, RD 119, \$80.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Career Planning, Filmstrips, *Guidance Programs, *Management Systems, *Occupational Guidance, Program Descriptions, Program Development, *Scripts, Secondary Education Identifiers—Career Development Units, Career Planning Support System

Transcripts for each of four audiovisual presentations, components of the Career Planning Support System (CPSS), are contained in this package. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) Titles of the transcripts and corresponding audiovisual presentations (filmstrips/cassette tapes) are (1) "An Orientation to CPSS," designed to orient interested persons or special groups to CPSS; (2) "Shaping Program Goals," an overview of how the needs and resource assessments lead to goals for a school; (3) "Behavioral Objectives," an instructional audiovisual on objectives, to be used in conjunction with the behavioral objectives manual (CE 012 573) and also designed for use as a general guide to writing behavioral objectives, and (4) "Producing CDUs," an overview of the career development unit (CDU) process, intended for the CPSS steering committee and for the persons who will write CDUs. (TA)

ED 143 878 CE 012 597

Kane, Roslyn D. And Others

A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.

Bureau No—498AH60223

Pub Date Jun 77

Contract—300-76-364

Note—148p.; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Agricultural Education, Cooperative Education, *Females, Industrial Arts, *Models, *Program Design, Program Planning, Sex Stereotypes, Skilled Occupations, Skilled Workers, Teacher Characteristics, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand, Technical Education, Technical Occupations, Trade and Industrial Education, *Vocational Education Teachers, *Vocational Retraining, Women Teachers

Identifiers—Nontraditional Programs

Intended for use by vocational teacher educators, state administrators seeking to expand teacher education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs, the model presented here is designed to facilitate the retraining of women teachers and skilled women to teach in nontraditional secondary vocational education programs. Focus is on the feasibility of retraining programs, identification of alternative approaches to meeting teacher qualifications, and constraints teacher educators and school administrators are likely to encounter. Section I presents rationale including discussion of the oversupply of teachers, demand for vocational teachers, underrepresentation of women in male-intensive

skilled occupations, and elimination of sex stereotyping and sex bias. The model itself is presented in section 2 under headings of certification requirements, characteristics of the women, and time required to attain skills levels and operate the retraining model. Program design is outlined for five types of programs: trade and industrial education, technical education, agriculture, cooperative education, and industrial arts. Section 3, a handbook with guidelines for implementation, it covers issues in planning (e.g., needs assessment, funding sources, and evaluation plan) as well as techniques and programs responding to special needs (e.g., selection of applicants for pilot program, counseling and support program, training seminars for project team, and placement system). (JT)

ED 143 879 08 CE 012 660

Enoch, Lloyd W.

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.

Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 31 May 77

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Assessment, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Followup Studies, Graduate Surveys, *High School Graduates, Post Secondary Education, *Program Attitudes, Program Content, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, Summative Evaluation, *Vocational Education, *Vocational Followup Identifiers—Virginia, *Virginia (Roanoke)

In a follow-up study of secondary school students who completed vocational education programs in the Roanoke City Public Schools during the 1975-76 school year, students and their employers were asked to rate the effectiveness of the vocational instructional programs in relation to twelve aspects of employment. Questionnaires were sent to 381 students and 59 employers; 51% of the students and 68% of the employers responded. Findings were that 59% of the students employed were full-time employees in fields directly related to their secondary studies, and 70% of the students rated the vocational education instructional program above average. A highlight of the findings was that 31% of the vocational education graduates were now enrolled full time (6% part-time) in postsecondary programs, with 59% of them enrolled in programs directly related to their secondary vocational education studies. Seventy-seven percent of the employers rated the vocational education instructional program above average. A long-range (five-year) study is recommended using the present study as a basic building block. (Author/BL)

ED 143 880 08 CE 012 661

Ressler, Ralph

Alternatives to Contemporary Exploratory Programs. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Mar 77

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Education, *Career Exploration, Demonstration Projects, Educational Practice, Intermediate Grades, Junior High Schools, Middle Schools, National Surveys, *Policy Formation, Program Development, Program Effectiveness, Program Evaluation, *Program Planning, Staff Role, State Departments of Education, State Programs, State Surveys, *Statistical Planning, Statistical Data, *Vocational Education

Identifiers—*Virginia

The goal of a project was to survey the vocational divisions of state departments of education across the nation in order to provide the vocational division of Virginia with information upon which to base decisions concerning the development of its vocational exploratory program. A search of the literature was done and an ERIC

search completed. Using Project Baseline, "sister" states were identified. All states were contacted and several were visited to uncover such information. Based upon those states actively involved in developing a continuum of occupational education from orientation through postsecondary vocational education, recommendations were that (1) a policy/philosophy statement be generated; (2) a staff function/position bear responsibility for the exploratory program; (3) the exploratory program be developed in phases; (4) eventually, a fundable, exploratory package be developed, articulated to "Careers and You" as well as to preparatory vocational courses; and (5) that an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program. Ten pages of comparative tables and charts are appended, as well as sample telephone forms used in requesting information from state supervisors, service area directors, and state accreditation officers. (Author/BL)

ED 143 881 08 CE 012 706
Maintenance and Development of the California Manpower Management Information System. Final Report.

Ventura County Superintendent of Schools, Calif. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—56-10561-C-6-010
Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Adult Education, Decision Making, *Employment Statistics, *Information Dissemination, Information Utilization, Instructional Aids, Instructional Materials, Instructional Media, Labor Force, *Management Information Systems, Manpower Development, *Manpower Needs, Manpower Utilization, Resource Materials, State Programs, *Systems Development, *Vocational Education

Identifiers—California

The California Manpower Management Information System (CMMIS) Project reported here was done to provide a means of coordinating manpower supply and demand information with pertinent demographic information which will enable state, regional, and local agencies to fulfill various legislative mandates and legal responsibilities. This report covers the products and services completed during project year 1975-1976 and made available to state, regional, and local practitioners. The following thirteen CMMIS products and services are each briefly described as to their content and purpose, development, and dissemination: Guide for Understanding CMMIS; Socio-Economic Factors Reports: Fresno and San Diego; Public Education Supply Data System (PESDS) Draft Process Manual; PESDS Draft Programs and Flow Charts; Program/Course Inventory; Cross-Code Index; Program Monitoring System; Matrix; Local Employer Training Programs Supply Feasibility Study; Training Packages; Delphi Study; Table A Supply/Demand Summary for 1975-1976 California State Plan For Vocational Education; Multi-Media Displays; and Promotional Materials. Also, a facsimile of each product's cover precedes its description and five exhibits (maps, tables, and diagrams) which emphasize the descriptive content are included. An addendum includes a five-page project calendar which summarizes the products and activities of meetings and workshops that were held. (EM)

ED 143 882 CE 012 727
Borhani, Rahim

Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975. Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date 76

Note—455p.

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Abstracts, *Doctoral Theses, *Educational Research, Higher Education, *Masters Theses, Reports, Research Reviews (Publications), Research Utilization, State Colleges, State Universities, *Vocational Education

Identifiers—*Kansas

Summaries are presented in this book of dissertations, master theses, and master reports relating directly or indirectly to vocational education

which were conducted by faculty and graduate students in the universities and colleges of Kansas between 1969 and 1975. The objectives in presenting these summaries are noted: (1) to encourage new research and development without duplication of past research, (2) to assist persons in updating certain studies, and (3) to provide topic ideas to be researched for dissertations, theses, etc. Two hundred and twenty studies are presented and are listed alphabetically by the author's name under the university or college where the research was conducted. A subject index is appended. (BL)

ED 143 883 08 CE 012 759
Axelrod, Valija And Others

Career Resource Centers.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Eastern Upper Peninsula Intermediate School District, Sault Sainte Marie, Mich.; Michigan State Dept. of Education, Lansing; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Note—125p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Career Education, Educational Administration, Educational Facilities, Facility Guidelines, *Facility Planning, Federal Legislation, Information Centers, Instructional Materials Centers, *Occupational Guidance, Program Development, Program Evaluation, *Program Planning, *Resource Centers, Resource Guides, *Resource Materials, Resources, Staff Utilization

Developed as a guide for educational planners interested in expanding their career guidance and career education delivery system, this handbook suggests general plans, procedures, staffing patterns, activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resources centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook. (TA)

ED 143 884 08 CE 012 774

Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.

Technical Education Research Center, Washington, D.C.

Spons Agency—Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.; National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—209p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Affirmative Action, Educational Discrimination, Educational Opportunities, Educational Policy, Employment Opportunities, Employment Patterns, *Employment Practices, *Employment Problems, Equal Opportunities (Jobs), *Females, *Labor Force, Labor Legislation, Political Influences, Sex Discrimination, Socioeconomic Influences, Speeches, Vocational Development, Womens Education, *Working Women

A final report on the regional seminar/workshops on women in the world of work conducted for selected leaders in vocational

education and industry, this document contains the following information: a discussion of the current political, social, and economic patterns affecting vocational and career education; policies and procedures recommended by workshop participants to correct discrimination against women in education and employment; and the assessment of the success and impact of the seminar/workshops based on a follow-up survey of the participants. The appendixes include the follow-up questionnaire and results, lists of the general and local planning committees, the agenda, and the participants list. Also included in the appendix and comprising a major portion of the document are the speeches delivered by the seminar workshops by educators, lawyers, and government officials. The speeches are concerned with these topics: the composition of the nation's labor force; the laws and regulations affecting the education and employment of women; problems associated with the education and employment of women; the implication of issues emerging from the women's rights movement; career education concepts associated with women in the world of work; and the desirability of equal education and employment opportunities. (BM)

ED 143 885 08 CE 012 862
Seltz, Nancy C., Ed. Collier, Helen V., Ed.

Meeting the Educational and Occupational Planning Needs of Adults.

Indiana Univ., Bloomington. School of Continuing Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—281p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Adult Counseling, *Adult Development, Adult Education, *Adult Students, Counseling, Minority Groups, Occupational Guidance, Post Secondary Education, Resource Materials, *Student Needs, Student Personnel Services, Vocational Counseling, *Vocational Development

This collection of articles and bibliographies was compiled as an educational supplement to six seminars for career counselors serving adult clients in educational institutions and community agencies throughout southern Indiana. Subdivided into six areas of study, the manual parallels the organization of the year-long training program and represents the contributions of researchers, administrators, and practitioners in the field of adult counseling. Each of the six sections contains two to four papers and bibliographic material. Topic headings are (1) The Nature of the Adult Client: Developmental Needs and Behavior, (2) Career Development Needs of Adults, (3) Counseling Needs of Adult Sub-Groups, (4) Educational/Occupational Counseling with Adult Clients, (5) Supportive Services for Adult Clients, and (6) Strategies for Effective Adult Counseling. Titles of some of the major papers are as follows: "Psychosocial Variations Across the Adult Life Course: Frontiers for Research and Policy," "Age Norms, Age Constraints, and Adult Socialization," "Career Development in Adults," "Counseling Blacks," "Spanish-Speaking Americans: Their Manpower Problems and Opportunities," "A Framework for Counseling Women," "Learning the Guided Inquiry Procedures: The Six Steps of Guided Inquiry," "Agency Setting for Career Guidance," "The Adult Learner: Community Resources and Supportive Services," "The Peer Counseling Approach to Adult Counseling," and "Down With the Maintenance State." (JT)

ED 143 886 08 CE 012 864
Blank, Martin J. And Others

Vocational Education on the Navajo Reservation: Present Status and Future Directions.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Dec 76

Note—210p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Decision Making, *Educational Finance, Educational Legislation, *Educational Problems, Employment Opportunities, *Federal Legislation, Federal Programs, Labor Market, Labor Supply, Manpower Needs, Post Secondary Education, Secondary Education, *State Federal Aid, Unemployment, *Vocational Education

Identifiers—Arizona, *Navajos, New Mexico

Vocational education services provided to Navajo people are examined in this study. Three major purposes are presented: to develop a complete picture of vocational education programs offered to Navajos, and determine whether funds are allocated in an equitable manner; to identify where critical decisions concerning vocational education programs are made; and to analyze existing vocational education services in relation to job opportunities presently available. Chapter I provides an overview of the problems of the Navajo Nation. Chapter II describes the Federal Vocational Education Act of 1963 and emphasizes funding allocation criteria. Chapter III examines federal and state funding to secondary level vocational education in Arizona and New Mexico, and chapter IV describes vocational education funding and decision making in the post-secondary institutions on or near the reservation. Chapter V deals with CETA (Comprehensive Employment and Training Act) funds for the Navajo people. Chapter VI examines vocational education in the Bureau of Indian Affairs; chapter VII analyzes Navajo vocational education programs versus labor market needs; chapter VIII describes in detail provisions regarding Indians in recently passed vocational education legislation; and chapter IX summarizes the findings of the study and makes specific recommendations to each of the key agencies (federal, state, local, and tribal). (BL)

ED 143 887 08 CE 012 962

Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977.

Mississippi State Univ., State College. Dept. of Agricultural Education.

Spons Agency—Mississippi; Office of Education (DHEW), Washington, D.C.

Bureau No.—D-D-77-3

Pub Date 30 Jun 77

Grant—V-D-77-SB-3

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, Agricultural Production, Career Planning, Curriculum, *Curriculum Development, Inservice Teacher Education, Program Descriptions, Program Development, Program Effectiveness, Program Validation, Secondary Education, *Specialization, *Teacher Improvement, *Vocational Development

Identifiers—Mississippi

The purpose of the project was to develop innovative agricultural education programs within the comprehensive high school setting in selected school districts in the state of Mississippi, with the project's second year (described here) focusing on continuing existing specialized career preparation program in agriculture and continuing to orient teachers toward the following: techniques necessary to successfully plan, develop, implement, and evaluate innovative agricultural career preparation programs which would provide preprofessional preparation; the ability to secure and use technical subject matter, knowledge, and skills necessary for the operation of programs; supervisory, educational, and technical assistance so that the products of the program will have developed skills necessary for entry-level employment or for further career preparation. The project resulted in the establishment of specialized career preparation programs in agriculture in the local schools and stimulated the redirection of programs in the state. The major portion of this document (100 pages) is comprised of appendixes which include (1) detailed outlines for instruction in beef cattle, sheep, and swine and a general sketch of a separate laboratory building for instructional programs in livestock production, (2) sample units of instruction in agricultural supplies and services and a sample individual learning package, (3) outlines of instructional content in seven specialized courses, (4) agendas for teacher workshops, and (5) findings of the third party evaluators. (SH)

ED 143 888 08 CE 012 975

Shoemaker, Byrl R. Parks, Darrell L., Ed.

An Instructional System Design for Vocational Education.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Jun 76

Note—108p.; Charts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, *Curriculum Development, *Evaluation Methods, Guides, *Instructional Design, *Instructional Systems, Models, Program Development, Program Evaluation, Scheduling, Student Evaluation, *Systems Approach, *Vocational Education

This publication presents an instructional system design (ISD) which is a systematic procedure for assuring the application of planning and organization to vocational programs. The resulting instructional system, according to the author, is an integrated combination of resources, students, instructors, materials, equipment, techniques, and procedures performing effectively and efficiently the functions required to achieve specified learning objectives. This presentation of the ISD breaks the design down into sequential steps grouped into separate chapters titled as follows: Philosophy and Standard Characteristics of Vocational Education, a Foundation for Curriculum Development; Concepts and Practices in Vocational Curriculum Development; Using Surveys and Analyses as a Basis for the Development of a Course Outline; Instructional Objectives; Determining Instructional Program Strategies; Scope and Sequence of Tasks; Grouping and Scheduling for the Instructional Program; Determining the Related Instructional Content; Determining Evaluation Strategies; and Outline of Procedure for the Development of a Course of Study. Each chapter includes definitions of related terms and specific strategies/suggestions for the topical area. Summaries, flow charts, and references are also included in some chapters. A glossary of curriculum terms is appended. (SH)

CG

ED 143 889

CG 011 617

Thompson, Mark E.

The Psychology of Learning: Theory and Applications for Educators.

Pub Date 7 Mar 77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, *Concept Formation, Discovery Processes, *Educational Psychology, Elementary Secondary Education, Higher Education, *Learning Theories, Literature Reviews, State of the Art Reviews, *Teaching Techniques

This paper examines some basic principles of learning theory that have been developed within the discipline of psychology. A brief resume of the psychologist's efforts to analyze the phenomenon of learning within a scientific setting is presented as well as attempts to apply this research to a practical situation (e.g. the classroom). More specifically, connections between the theory of learning and applications within an educational setting are introduced. This report is limited because the literature on learning theory with numerous sophisticated intricate theories and counter theories is much too complex and technical for a detailed analysis. Only the most significant theories of learning are discussed in terms of their contribution to the educational environment. (Author)

ED 143 890

CG 011 623

Christenson, Bruce A.

A Comparison of the Processes of Earning Achievement of Black and White Married Females.

Pub Date 76

Note—32p.; Paper presented at the Annual Meeting of the Midwestern Sociological Society (St. Louis, Missouri, April 21-24, 1976); Support for this research was provided by the Midwest Council for Social Research in Aging

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Black Employment, Employer Attitudes, Employment, *Females, *Income, *Labor Force, Research Projects, *Salary Differentials, Sex Discrimination, *Working Women

A socioeconomic life cycle model consisting of six temporally-ordered stages is used to compare the impact of family background, educational achievement, early occupational achievement,

and current family and work role variables on the 1966 earning achievement of a nationally representative sample of black and white married women, ages 30 to 44. A reduced forms regression procedure is used to permit maximum consideration of early life cycle determinants. Major findings include the following: (1) socioeconomic background has more influence on black earning achievement; (2) educational achievement also has a greater payoff for blacks, with racial differences in earnings being greater at lower educational levels; (3) premarital occupational status achievement is important to the adult earning achievement of black but not of white females; (4) whereas premarital characteristics have a greater impact, in terms of variance explained, on black earning achievement, current family characteristics have a greater impact on white earning achievement. The presence of preschool children adversely affects the earning achievement of white females, but not black females, even after controlling for family financial need. (Author)

ED 143 891

CG 011 653

Russell, Michael L.

Counseling Applications in Medical Settings:

Counseling Skills for Residents in Family Practice.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavioral Counseling, *Family Health, *Medical Education, Models, Patients (Persons), *Physicians, Primary Health Care, *Psychologists, *Responsibility, State of the Art Reviews

Behavioral scientists are becoming increasingly involved in the field of medicine. This paper describes some of the issues that can arise when the behavioral scientist collaborates with the medical practitioner. Recommendations are offered for the behavioral scientist considering such collaboration. (Author/VG)

ED 143 892

CG 011 654

Kifer, Edward

A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits.

Pub Date Apr 77

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Achievement, Children, Cross Cultural Studies, *Environmental Influences, *Family Environment, Research Projects, *Student Attitudes, Teenagers

The International Association for the Evaluation of Educational Achievement (IEA) conducted cross-cultural surveys of educational achievement in six subject areas: reading, science, literature, civics, French as a foreign language, and English as a foreign language. Each of the surveys contained items which measured the extent to which parents interact with students on educational and related matters. This paper uses a variety of statistical techniques to assess the contributions of those home environment variables to students' attitudes and achievements, correlations being higher for 14-year-olds than for 10-year-olds. The analyses which indicate that the relationships among the variables change over time are discussed, and other pertinent data are examined. (Author)

ED 143 893

CG 011 655

Gordon, Neal J.

Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL).

Pub Date [76]

Note—24p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the American Educational Research Association (April 4-8, 1977, New York, N.Y.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Affective Behavior, Behavior Patterns, *Cognitive Processes, *Developmental Stages, *Learning Processes, *Psychoeducational Processes, Research Projects, *Sex Differences

Implications for affective education are drawn from an empirical study of 60 upper-middle socioeconomic class 6 to 15 year-olds' responses to questions asking how videotaped actors felt. Percentage frequencies of category use in tape-recorded transcripts coded by two judges revealed no differences by child's sex. Marked developmental differences occurred between years 7 1/2 and 9 and especially between 12 and 15. Piagetian, Wernerian, and learning theory frameworks were used to interpret results. The diversity in affective labels used by the subjects suggests that educators avoid communicating single "correct" responses to questions of how others feel. (Author)

ED 143 894 CG 011 656
Developments in Aging: 1976. Part 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.

Pub Date 7 Apr 77

Note—285p.; Not Available in hard copy due to marginal legibility of the original document Available from—Government Printing Office, Washington, D.C.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Involvement, *Economic Disadvantage, Federal Programs, *Geriatrics, *Gerontology, Legislation, *Older Adults, Rural Farm Residents, Social Responsibility, *State Federal Aid

The first part of a report by the Special Committee on Aging of the United States Senate provides additional evidence about the need for far-ranging federal attention to the needs and aspirations of older Americans. A number of difficulties such as special transportation needs in rural areas, contradictions in policies and programs, and disaster relief for the elderly are discussed. However, many positive developments such as actions taken at the State level to increase the variety and support of programs are described. (VG)

ED 143 895 CG 011 659
Reynolds, Carl Bartek, Elmer

The Relationships Between Cerebral Dominance and Different Mental Abilities.

Pub Date [74]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y. April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Aptitude, Adolescents, *Cerebral Dominance, Individual Development, *Intellectual Development, Intelligence Factors, *Lateral Dominance, *Mental Development, *Perceptual Development, Research Projects

Using a sample of 77 10th grade boys, the researchers studied the relationships between the mental abilities measured by the Differential Aptitude Tests and cerebral dominance (CD: the extent to which one hemisphere of the brain dominates the other for control of behavior). The surprise finding was that CD was negatively related to spatial relations abilities. Previous research, though scanty, has suggested a positive relationship. Possible reasons for the discrepancies among the findings are offered. (Author)

ED 143 896 CG 011 660
Komechak, Marilyn And Others

Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner.

Pub Date [76]

Note—19p.; Paper presented at the Annual Convention of the Texas Personnel and Guidance Association (20th, Fort Worth, Texas, March 1976)

Available from—Marilyn Komechak, 8109 Rush Street, Fort Worth, TX, 76116

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Class Management, *Classroom Techniques, Demonstration Projects, Elementary Education, Elementary School Teachers, *Instructional Improvement, *Learning Disabilities, Models, *Resource Centers, *Teaching Styles

Resource rooms in public schools were instituted to provide assistance to students with

legal learning disabilities. Additionally, the students brought with them a whole host of other disabilities and disabling behaviors. These same children, because of their movement between resource room, regular classroom and the principal's office, were instrumental in developing change among the school personnel involved. The program started with one resource room teacher, one aide and eight children (in a middle school), and the concepts from the classroom have been put into practice by teachers in the same building, teachers and diagnosticians in the same school district and presently, in different surrounding school districts. The interfacing of operant principles and procedures with traditional teaching practices via the resource room has produced a productive hybrid, the result being to: (1) act as an informal training cite for administrators, teachers and counselors; (2) significantly reduce the number of children expelled; (3) significantly influence the children's accomplishments in the following four areas: on task behavior, work completed, accuracy and rate. (The class averaged 2.5 grade level gains in reading in 4 1/2 months.) (Author)

ED 143 897 CG 011 661
Wilcox, Margaret R.

A Sample Assessment of Cognitive Development in the School-Age Child.

Pub Date [74]

Note—10p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cognitive Measurement, Cognitive Tests, *Conceptual Tempo, *Conservation (Concept), *Educational Assessment, Educational Psychology, Elementary Education, Learning Difficulties, Program Development, *School Psychologists, Skill Development, *Student Evaluation

The work reported in this paper is one segment of a larger project which began in 1971, a project aimed at assisting practicing school psychologists to update their knowledge and skills. Efforts were directed at getting the psychologists to update their knowledge and skills. Efforts were directed at getting the psychologists to include in their work with teachers and children recent theoretical and research developments in education and the psychology of education. This particular paper focuses on cognitive development, the most applicable of the four theoretical approaches considered. In addition, the author provides a sample assessment designed to yield qualitative information on a pupil and gives some guidelines for administering this sample assessment. (Author/VG)

ED 143 898 CG 011 663
Berlowitz, Marvin J. Durand, Henry

School Dropouts or Student Pushouts? A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.

Pub Date [76]

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Failure, Delinquency Causes, *Disadvantaged Youth, Dropout Research, Dropouts, *Educational Discrimination, *Expulsion, Minority Groups, Research Projects, Secondary Education, Secondary School Students, *Student Alienation, Withdrawal

Identifiers—*Pushouts (Students)

The purpose of this study is to demonstrate that the disproportionate number of poor, minority, and working class students represented among the population of "school dropouts" are, objectively, the victims of an institutional syndrome of systematic exclusion referred to as "the student pushout" phenomenon. Cincinnati's junior and senior high schools were studied as a population which was stratified by school composition criteria including: (1) Segregated Black Schools; (2) Segregated White Schools; (3) Integrated Schools; (4) Appalachian Schools; and (5) S.E.S. Findings show that: (1) rates of mobility, absence, self concept and achievement are associated with dropout rates in at least three strata; (2) suspension rates and duration of suspension are associated with dropout rates in at least two strata; and (3) the dynamics of the "pushout" process vary in different strata. This study provides the basis for a preventive approach to the problem of school dropouts to

replace those analyses, policies, and programs which merely deal with the consequences of the "pushout" phenomenon. (Author/JLL)

ED 143 899 CG 011 664
Little, Carol K. Denker, Elenor R.

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—CASE-17-75

Pub Date Aug 75

Grant—VEA-75-2-586

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Choice, Colleges, Counseling Programs, *Females, Guidance Counseling, *Interest Tests, Occupational Choice, *Post Secondary Education, Research, Research Projects, *Sex Discrimination, Student Adjustment, *Womens Education

Identifiers—*Reentry

Opportunities and barriers in post secondary education for the mature woman are the focus of the first part of this review. Barriers including college restrictions, family resistance, and financial problems as well as attitudinal and self-concept characteristics are discussed. Opportunities are presented in a review of counseling considerations and programs which have been established. Theory and research on career choice for women, especially the "re-entry" woman, comprise the second section. The major theories are presented as well as the findings of recent research studies. The third section deals specifically with interest measurement for women. The issue of sex bias is discussed; recent research in the area is reviewed. A summary and implications section is included as well as an extensive bibliography. The National Institute of Education Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories is appended. (Author)

ED 143 900 CG 011 665
Chandler, Theodore A. Dinero, Thomas E.

Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders.

Pub Date 7 Apr 77

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y. April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Change, *Children, Individual Psychology, *Locus of Control, Peer Groups, Personality, Psychological Characteristics, Research Projects, *Response Mode, *Self Control, *Social Psychology, Task Performance

Identifiers—*Rotters Social Learning Theory

Rotters' social learning theory was used as a basis for studying the effects of locus of control on the frequency of the responses of undesirable behaviors. Subjects, 12 fifth graders who had operant levels higher than desirable were monitored by either themselves, a peer, or by no agent for a period of eight weeks. Classes of behaviors (socially-oriented and self-oriented) were studied. An analysis of variance was used to compare the frequencies of the responses for the various subsamples from baseline to termination of the monitoring. A significant interaction term suggested greater decline for "public" behaviors than for "private" ones. None of the following hypotheses was supported: (a) the reduction of negative behaviors through self-monitoring positive and incompatible behaviors will be greater for internals than externals; (b) the reduction of negative behaviors through peer-monitoring of positive and incompatible behaviors will be greater for externals than internals; (c) the reduction of social-interactive negative behaviors will be greater than private negative behaviors for externals. (Author)

ED 143 901 CG 011 666
Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens.

Also, Recommended Reading for Parents.

Parents Without Partners, Inc., Washington, D.C.

Pub Date [77]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescent Literature, Annotated Bibliographies, Children's Literature, *Divorce, *Family Problems, Literature Reviews, *Marital Instability, One Parent Family, *Parent Child Relationship, Parents, *Reading Materials

Recent books portraying children who are experiencing family changes due to divorce and adjusting to stepparents have become more plentiful. Reading about how others have handled similar situations can be helpful for your children, giving them perspective, awareness of some of their feelings, fears, or mistaken ideas, and suggesting ways to solve problems. Many children's books are helpful for parents, too—not just to read but also to use as a starting point in discussions. Honest communication about what is happening seems to help children learn coping skills and become more able to contribute to the effective functioning of the family—albeit a single parent family. The following bibliography was prepared by the PWP Information Center and a representative of the Committee on Liaison with National Organizations Serving the Child of the American Library Association. Books for younger children are listed first. Following are books showing the approximate school grade, although children may vary in reading comprehension level. Last, nonfiction books for children, young adults and parents have been included. (Author)

ED 143 902

CG 011 668

Pyans, Leslie J., Jr.

Attributional Self-Selection and the Implications for the Individualization of Education.

Pub Date [75]

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attribution Theory, *Behavior Patterns, Habit Formation, Individual Psychology, *Personality, *Psychological Patterns, Research Projects, *Selection, Social Psychology, *Task Performance

This study examined the influence of an individual's attributions upon the type of tasks that individuals would select. Questions guiding this study concerned the predictability (congruence) of tasks from attributions, the consistency of this task-attribution congruency, and the generalizability of the results. Subjects were 801 students drawn from nine grade levels and both rural and urban settings. First their attributions were assessed by two different instruments. Later, they were placed in situations in which they had to select between several tasks cued with divergent information. The results showed that one could predict a student's task selection from his attributions. Secondly, this congruence between the task selected and attribution was consistent and unaffected by assignment of success or failure outcomes. Finally, these results were found to be generalizable across fourth through twelfth grades, rural and urban settings, and both sexes. Implications for individualizing education and future personality research were discussed. (Author)

ED 143 903

CG 011 669

Turner, Clinton V. Sheppard, N. Alan

An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000.

Pub Date Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), Age, *Black Community, *Blacks, *Futures (of Society), Gerontology, Literature Reviews, Needs, *Older Adults, *Program Development, Retirement, *Socioeconomic Influences

This paper addresses some of the problems and concerns of the nation's Black aged with special emphasis toward the year 2000. Dramatization of the plight of the Black aged may proceed in a number of directions. This paper focuses on strategies that may be developed within academic institutions, local communities, professional and other organizations, and at whatever levels feasible at generating support. Special emphasis is placed upon education, employment, health, and housing inasmuch as these usually rank high among problem areas specified by blacks themselves. Although there are many euphemisms for

growing old (i.e., senior citizens, the elderly, the aged, the aging, older Americans, and old folks), this paper uses "the aged" and "the elderly." (Author)

ED 143 904

CG 011 670

De Cispkes, Robert A. Rowe, Wayne

Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness.

Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adaptation Level Theory, *Anxiety, *Arousal Patterns, Behavior Change, *Desensitization, Individual Psychology, Personality, *Psychophysiology, Research Projects, *Stimulus Behavior

This study investigates whether variations in method of presentation of anxiety items (experimenter's voice, experimenter's taped voice, subject's taped voice) will result in differences in autonomic arousal (as measured by self-report, galvanic skin response, cardiac rate, blood pressure). Ss were 24 Naval Academy midshipmen. The procedure involved (1) training in deep muscle relaxation, and (2) measuring arousal following the presentation of anxiety-eliciting stimuli. Statistical analysis indicated that the influence of method of presentation was significant for galvanic skin response and self-reported anxiety. Comparison of cell means showed that verbal presentations were more effective in eliciting autonomic arousal than taped presentations. The results of this study provides partial evidence to support the conventional form of systematic desensitization as more effective than the newer automated or taped versions. (Author)

ED 143 905

CG 011 672

Parents Aid School Success Parents Handbook

Pub Date Sep 75

Note—94p.; For related document see CG 011 673

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Home Instruction, *Learning Activities, *Parent Participation, *Reading Games, *Reading Improvement, Resource Materials, *Skill Development, Study Skills, Success Factors

This handbook is designed to help parents help their children learn to read and to deal successfully with school tasks. It contains suggested activities and games, many of which can be made at home. Suggestions are also given for how to make reading an easy, pleasant task instead of a difficult tiring one. Suggestions are offered for children of all grade levels, from preschool (readiness) through secondary. A special reference section lists children's books and periodicals, games to improve particular skills, books for younger children, and useful materials to save. This handbook might be helpful to reading and resource room teachers as well as to parents. A separate volume, the instructor's manual, provides PASS program goals and implementation strategies. (BP)

ED 143 906

CG 011 673

Parents Aid School Success Instructor's Manual.

Pub Date Sep 75

Note—94p.; Not available in hard copy due to marginal legibility of original document. For related document see CG 011 672

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Home Instruction, *Learning, Learning Activities, Manuals, Organization, *Parent Participation, *Program Planning, *Reading Improvement, *Skill Development, Study Skills, *Success Factors

The goal of the Parents Aid School Success (P.A.S.S.) program is to help parents cultivate the necessary attitudes and skills so they are equipped to assist their children in reading and other school subjects. This handbook is for anyone interested in setting up such a program in his/her school. Steps for preliminary planning and program implementation are carefully detailed. Contents for each three-hour parent meeting are specified, including the following topics: (1) What is Reading? (2) Developing Social/Emotional Skills; and (3) Reading for Fun. The topic, objective, materials, and a synopsis of the lesson are provided for each meeting. Parents are then

able to go home and, aided by the Parents' Handbook (see related document), carry out appropriate activities to help their children. A wide range of information and resources on all levels (readiness, elementary and secondary) is presented in an effort to make parents feel both comfortable and competent while working with their children. (BP)

ED 143 907

CG 011 674

Goh, David S. Moore, Charles M.

Personality and Academic Achievement in Three Educational Levels.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *College Students, *High School Students, Individual Characteristics, Personality Assessment, *Predictive Measurement, Psychological Patterns, Psychological Studies, Research Projects, *Vocational Schools

This study was undertaken to examine the relationship between "Personality fitness" and academic achievement. One hundred seventy-five subjects from three educational levels—university, vocational technical institute, and high school—were administered the Eysenck Personality Questionnaire, the Raven's Advanced Progressive Matrices and an Information Questionnaire. It was found that personality dimension of introversion had the highest correlation with academic performance in the university sample, especially for the "hard sciences" students. Ravens intelligence score was the best predictor for the vocational technical institute sample. Personality dimensions of neuroticism and psychoticism, as well as average number of study hours added differently to the multiple regression equations for the various samples. (Author)

ED 143 908

CG 011 675

Worthington, Elliot R.

Post Separation Adjustment and Women's Liberation.

Pub Date Sep 76

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), *Armed Forces, Case Studies, Family Problems, Females, *Feminism, Literature Reviews, *Marital Instability, *Marriage Counseling, Military Personnel, *Sex Role, Social Values

The interaction between post separation adjustment for reunited military families and the Women's Liberation Movement is a complex occurrence which is beginning to have a profound effect on some military families. Two forces are acting upon wives of servicemen that subject marriages to conflicts previously unheard of. One force is the critical period of reunion when husband and wife must readjust to each other after a prolonged separation. The second force is the impact which the Women's Liberation Movement has had on the wives while the husbands were away. During the husband's absence (on an unaccompanied overseas tour), the wife has become an independent head of household. The wife must again revert to a dependent role after the return of her husband which may result in complex interpersonal and social conflicts. The focus of this paper is on the conceptualization of these two forces, the effect it has on the couple, and how treatment may assist to stabilize the marriage. (Author)

ED 143 909

CG 011 676

Russell, Michael L.

A Program of Clinical Research Development: Developing Decision Making Skills in Children.

Pub Date Apr 77

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), *Child Development, Counseling Effectiveness, *Counselor Role, *Decision Making Skills, Exceptional Child Research, Individual Needs, *Problem Solving, Program Development, Research Methodology, *Role Perception, Social Behavior

This paper emphasizes the seemingly incompatible roles of researcher (who focuses on reliable cause-effect relationships) and clinician (who endeavors to provide valid treatment to the client). As a counselor working with 9-13-year old dependent and neglected children, he is called on to fill both roles. This paper describes the creation of a program for teaching decision-making skills to children. Four phases of the process are described: (1) developing training materials and assessment techniques; (2) using quasi-experimental design to obtain preliminary data; (3) using a rigorous experimental design to establish the effect of the training program on a larger group of children; and (4) reexamining the effects of treatment and looking for variables that might limit the effects of training. It is concluded that, despite the difficulties involved, the combined researcher-clinician role is of great value in the process of creating a treatment technique. (Author/BP)

ED 143 910 CG 011 677

Longest, James W. And Others

Quality of Life Impact on Mental Health Needs.

Spons Agency—Maryland Univ., College Park. Agricultural Experiment Station; National Inst. of Mental Health (DHEW), Rockville, Md. Pub Date Aug 76

Note—29p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 9-14, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Economic Disadvantage, Family Problems, Literature Reviews, Marital Instability, *Mental Health, *Psychological Patterns, *Public Health, *Social Factors, Socioeconomic Status, *Stress Variables, Unemployment

Recent research indicates that basic indicators of quality of life have some consistent associations with mental health needs. Factors such as socioeconomic status, proportion of a population in poverty, unemployment and underemployment rates, family instability and family life cycle have persistent associations with social and economic stress and mental health needs. By considering these factors in aggregate, areas of relatively low and high need can be identified. (Author)

ED 143 911 CG 011 679

Plotz, Robert L., Comp.

Gerontology: An Annotated Bibliography and Supplement.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No—CASE-08-75; CASE-33-76
Pub Date Aug 76

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Development, Annotated Bibliographies, *Gerontology, *Older Adults, *Psychological Characteristics, Research Projects, *Retirement, Senior Citizens, Social Sciences, *Sociocultural Patterns

This annotated bibliography deals with many aspects of gerontology. In addition to a group of general works, there are sections on psychological characteristics, intervention, education, work and retirement, services, and living situations. Annotations are quite detailed, often listing findings of studies and summarizing the author's main arguments. (BP)

ED 143 912 CG 011 680

Van Steenberg, Carol L. Karaski, Robin B.

Get KWIC Help: An Information Service to Assist Trainers in Aging.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Oct 76

Grant—94-P-20384-04

Note—16p.; Paper presented at the Annual Meeting of the Gerontological Society (29th, October 1976, New York, N.Y.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age, Curriculum Guides, Educational Development, *Gerontology, *Information Systems, *Older Adults, Program Descriptions, *Program Development, *Resources, Trainers

Identifiers—*Key Words in Context

This paper outlines the KWIC Training Resources in Aging Project, an information service to assist trainers in aging. Program intent, content, format, etc. are presented. A project description, "What is KWIC and How Do I Use It?" introduces KWIC's services and products.

That is followed by information on: (1) "KWIC's Services" and "KWIC Is..."; (2) "How KWIC Assists Trainers"; and (3) a mock-up of a request for assistance, with KWIC's response. (Author/JLL)

ED 143 913 CG 011 682

Parish, Thomas S. Bryant, William T.

Mapping Sex Group Stereotypes of Elementary and High School Students.

Pub Date [76]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, *Age Differences, *Attitudes, *Bias, Elementary Secondary Education, Measurement Instruments, Research Projects, Semantic Differential, *Sex Differences, *Sex Stereotypes

This study investigated the sex group stereotypes of elementary and high school-age youths. A total of 60 males and 60 females evaluated "boys" and "girls" on a semantic differential-type scale. The results indicated that younger members of both sexes were more positive about their own sex and more negative about the opposite sex than were their older counterparts. In addition, adolescent males, but not adolescent females, adopted more favorable evaluations of the opposite sex over their own sex group. Possible explanations are offered to account for these findings. (Author)

ED 143 914 CG 011 690

McVey, Ronald F. Naun, Ruth A.

Paraprofessionals—Changes in Minority Group Women After Four Years of College.

Pub Date [74]

Note—12p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, *Career Opportunities, Counseling, *Ethnic Groups, *Females, Interpersonal Competence, *Minority Groups, Motivation, Paraprofessional Personnel, *Personality Change, Personal Values, Research Projects

Sixteen minority group women, who attended college for four years in a career opportunity program, were measured by the California Psychological Inventory (CPI) before and after their college experience. Results indicated positive personality changes on all 18 CPI scales, with significant positive changes at the .05 level on five of these inventory scales. The present results indicate that after four years of college, minority group women, receiving individual and group counseling and special support services, seemed to have developed enhanced feelings of intrapersonal and interpersonal adequacy; a stronger sense of values and a greater acceptance of value differences; an increased motivation for intellectual efficiency; and increased sensitivity and responsiveness to others. (Author)

ED 143 915 CG 011 691

Stekel, Karen W. Tobias, Sigmund

Persistence and Achievement.

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Some parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Ability, *Achievement, College Students, Individual Characteristics, *Motivation, *Persistence, Research Projects, Self Evaluation, *Success Factors, *Teaching Methods, *Teaching Techniques

The purposes of this study were to investigate the validity of a self-estimated persistence measure as a predictor of academic achievement and to study whether persistence interacted with instructional method. It was hypothesized that a moderate amount of persistence—neither too much nor too little—would lead to the highest achievement, forming a curvilinear relationship. It was also hypothesized that persistence would be positively related to achievement in lecture-related instruction and essentially unrelated in the individualized instructional context, creating an ordinal interaction between instructional mode and persistence. Result of the experiment supported neither hypothesis; neither the curvilinear

relationship nor the ordinal interaction was found. The authors examine the reasons for their findings in detail, and bring in the complex element of motivation as a possibly relevant factor. They call for more research to examine the relationships between persistence and achievement and between persistence and instructional method. (Author/BP)

ED 143 916 CG 011 692

Gross, Steven T. McQuay, Susan D.

Educational Opportunities in the United States Army.

Pub Date Oct 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Armed Forces, *Career Planning, Counselors, Decision Making, *Educational Opportunities, *Educational Programs, Financial Support, *Military Personnel, Resource Guides, Testing Programs, *Vocational Counseling

Identifiers—*Army

This listing of educational resources provided by the U.S. Army is designed to inform counselors about available services. They will then be better equipped to help young people decide whether to enlist (or re-enlist). Counselors are warned to use the information with caution, however, since evaluative information is not available and the success or efficiency of the programs is not described. The listing includes the following programs: (1) Counseling and Testing; (2) High School Completion; (3) College Preparation; (4) College and University; (5) Vocational; and (6) Financial Assistance. It is also noted that each military base has special programs to meet the individual needs of the personnel assigned there. In most cases, education while on active duty is considered a voluntary activity, and a soldier's assigned duties may prevent him from participating in the program of his choice. The information provided should be useful to both counselor and counslee. (Author/BP)

ED 143 917 CG 011 694

Higlen, Pamela S. Voight, Nancy L.

Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure.

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Best copy available

Available from—Pamela S. Higlen, Department of Psychology, University of Western Ontario, London, Ontario N6A 5C2, Canada

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Affective Behavior, Behavior Patterns, Cognitive Style, College Students, *Individual Development, *Interpersonal Competence, *Modeling (Psychological), Perceptual Development, Research Projects, *Social Behavior

Identifiers—*Self Disclosure

The purpose of these companion studies was to assess immediate and delayed effects of social modeling, cognitive structuring, and two self-management strategies for increasing affective self-disclosure in undergraduate males. Subjects were randomly assigned to: (a) social modeling, (b) cognitive structuring, (c) attention-placebo, or (d) no-training control groups. Following training, subjects took a performance test and two paper-and-pencil measures. With this treatment used as a blocking variable, subjects were then randomly assigned to: (a) goal-directed behavior, (b) self-reinforcement, or (c) no-training control groups. A delayed posttest was administered three weeks later. Results indicated that social modeling and cognitive structuring had immediate effects on affective self disclosure. Also, a combination of social learning and self-management strategies was more effective over time than any single treatment or no treatment. Explanations and implications of these results are discussed. (Author)

ED 143 918 CG 011 695

Paradise, Louis V.

The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, *Concept Formation, *Counselor Characteristics, *Counselor Performance, *Counselor Training, *Ethical Values, Research Needs, State of the Art Reviews

Identifiers—*Ethical Behavior

The ethical behavior of counselors is an issue of current importance to those in the profession. This paper briefly examines the literature in this area. While considerable descriptive research on ethical behavior exists, the conspicuous absence of any experimental methodologies and theoretically-based investigations were noted. The need for new research directions is emphasized together with a theoretical conceptualization from which to investigate ethical behavior. Research is presented to support the conceptualization. The results provide support for the formulations of counselor ethical behavior. Implications for new directions in theoretically-based research as well as counselor training in the ethical decision making process are discussed. (Author)

ED 143 919 CG 011 696

Klopfert, Fredrick J. Price, William F.
Euthanasia Acceptance: An Attitudinal Inquiry.
Pub Date Apr 77

Note—5p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beliefs, *Death, Interviews, Religion, Research Projects, *Social Attitudes, Surveys

Identifiers—*Euthanasia

The study presented was conducted to examine potential relationships between attitudes regarding the dying process, including acceptance of euthanasia, and other attitudinal or demographic attributes. The data of the survey was comprised of responses given by 331 respondents to a door-to-door interview. Results are discussed in terms of preferred cause of death and preferred duration of the dying process. (YRJ/Author)

ED 143 920 CG 011 697

Franseith, Jane Wilhelms, Fred T.
The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.
Educational Leadership Council of America, Inc., Washington, D.C.

Pub Date Oct 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement, Educational Environment, Failure Factors, Leadership Training, *Learning, Literature Reviews, *Self Concept, Student Experience, *Student Needs, *Student Teacher Relationship, *Success Factors

This paper is presented by the Educational Leadership Council of America, a group that shares a desire to promote personalized environments in which successful experiences are possible for all. In this publication, the authors present a review of the literature related to the effects of success upon personal development. The Council believes that supervisors, teachers, administrators, and others involved in educational leadership are better able to provide a climate for student success and self-worth when they themselves work well together and experience success. (Author)

ED 143 921 CG 011 698

Fawcett, Jacqueline
The Family as a Living Open System: An Emerging Conceptual Framework.

Pub Date 19 Oct 76

Note—11p.; Paper presented at the Annual Meeting of the National Council on Family Relations (October 19, 1976, New York, N.Y.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Family (Sociological Unit), *Family Environment, *Interaction Process Analysis, Literature Reviews, Models, Relationship, *Research Needs, *Systems Concepts

The conceptual framework of the family presented in this paper views the family as a reality in itself. The four-dimensional energy field that is the family system is a living open system, a dynamic whole engaged in mutual and simultaneous interaction with a four-dimensional energy field that is the environment. The family system is patterned and organized; it evolves unidirectionally and irreversibly through space-time; it is sentient and thinking. It was postulated that the family system is described and explained by the principles of helicy and resonancy, and

that these principles predict the evolution of the family system. The properties and principles of the framework provide a model which is useful for the field of family study. An example of the incorporation of family development theory into the framework was presented, as was a research example, with substantive theory and hypotheses derived from the model. (Author)

ED 143 922 CG 011 699

Worthington, Elliot R.
Adjustment Behaviors, Prior to, During, and After Army Service.

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adjustment Problems, Armed Forces, *Behavior Problems, Literature Reviews, *Maladjustment, *Military Personnel, Military Service, *Veterans

Behavioral scientists working with military and veteran populations are able to symptomatically describe the adjustment problems exhibited by these individuals. There is some dispute, however, as to the cause of the maladaptive behaviors and why they occur in some people and not others who shared the same or similar military experiences. This paper presents evidence that suggests that adjustment problems are more related to pre-service maladaptive behaviors than to military experiences. Several investigative research projects by the author support this concept that there is a strong relationship between pre-service maladaptive behaviors, in-service adaptive problems, and post-service adjustment. Biographic and demographic data gathered on successful and unsuccessful soldiers and veterans were examined. Analysis of the variables indicated that those soldiers and veterans who experienced educational, vocational, or social adjustment problems were the same individuals who reported adjustment difficulties during their service tours and also prior to entering active duty. The data available to date seems to support the theory that adjustment problems are more related to pre-service maladaptive behavior patterns than military experiences. (Author)

ED 143 923 CG 011 700

Davis, Eugene D.
Alternative Learning Environments in the Elementary School.

Pub Date [77]

Note—6p.; Paper presented at the Annual Convention of the National Association of Elementary School Principals (Las Vegas, Nevada, April 18-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, Departmental Teaching Plans, *Educational Alternatives, Elementary Education, Evaluation Methods, *Open Education, Program Descriptions, *Student Needs, *Teaching Methods, *Team Teaching

This paper outlines a program utilized in the Countryside School which offers alternative learning environments in the elementary school. The program includes (1) semi-departmentalization; (2) team teaching; and (3) an open-alternatives program. Each of these areas is outlined and fully discussed in terms of student and parent needs. (YRJ)

ED 143 924 CG 011 701

Worthington, Elliot R.
The American Soldier: Those Who Make It and Those Who Do Not.

Pub Date Feb 76

Note—12p.; Paper presented at the Regional Conference of Inter-University Seminar on Armed Forces and Society (Arizona State University, Tempe, Arizona, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), Adjustment Problems, Armed Forces, *Behavior Patterns, Failure Factors, *Maladjustment, *Military Service, Research Projects, *Socially Maladjusted

Identifiers—*Coping, *Preservice Behavior

For some time, military behavioral scientists have attempted to find ways to identify the young person who could successfully complete basic training and become a useful soldier while also

detecting those individuals who would not be able to adapt or adjust and might be returned to the civilian world. This paper reports on the investigation of the relationships between pre-service biographic and demographic data of military enlistees and their manner of performance and adjustment during the initial phases of military training. These studies indicate that military adjustment and associated problems are directly related to the individuals pre-service adjustment patterns. The implications of this investigation suggests that coping patterns do not change upon enlistment in the Army. Those soldiers with a history of poor adjusting skills became maladjusted soldiers, unable to adapt and successfully survive in the military training environment. There is the possibility that early identification of these individuals could assist commanders and training cadre to understand why they rapidly fail at soldiering also. (Author)

ED 143 925 CG 011 702

Steinberg, Laurence D. Hill, John P.
Family Interaction in Early Adolescence.

Pub Date Mar 77

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, Louisiana, March 17-20, 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, *Assertiveness, Decision Making, Family (Sociological Unit), *Family Relationship, *Interaction Process Analysis, *Parent Child Relationship, Parent Role, Physical Development, Research Projects, *Verbal Communication

The verbal interaction of 31 middle class early adolescent boys and their parents was analyzed in order to provide information concerning adolescent autonomy. The boys were independently and reliably classified on the basis of age, physical maturity, and intellectual level. The taped interactions were coded for interruptions, talking times, speaker sequences, and explanations. Parental behavior was curvilinearly associated with the sons' physical maturity: when adolescents are in the earliest stages of puberty (compared with prepubertal or late pubertal stages) they are more often interrupted by their parents, and their parents explain themselves less often. The family interaction at this stage is more rigidly patterned and dominated by spousal discussion. These results suggest a period of familial adaptation at the time of the adolescent boy's pubertal onset. Specifically, boys become more assertive as they mature, but their parents become temporarily more controlling. (Author)

ED 143 926 CG 011 703

Goor, Jeannette Schroeder, Anita
Job Placement Services Provided by Public School Systems in the United States, 1976.

National Center for Education Statistics (DHEW), Washington, D.C.

Spons Agency—Westat Research, Inc., Rockville, Md.

Report No.—FRSS-2

Pub Date 76

Note—22p.; Appendices may not reproduce clearly due to small type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Dropouts, *Guidance Counseling, *High School Graduates, *Job Placement, Program Evaluation, School Districts, *School Services, Secondary Education, Statistical Studies, *Student Placement, Surveys

This report is the second in the Fast Response Survey System (FRSS) series of studies on current, policy-related issues. The objective of the FRSS is to provide quick national estimates of key data that are needed for planning and policy purposes. The survey that resulted in this report was conducted at the request of the office of the Assistant Secretary for Education (OASE). Its purpose was to obtain a nationwide overview of the type and amount of formal job placement assistance provided by school districts for their high school students, graduates and dropouts. (Author)

ED 143 927 CG 011 704

Bisconti, Ann S. Solomon, Lewis C.
Job Satisfaction After College—The Graduates' Viewpoint.

College Placement Council, Bethlehem, Pa.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—62p.

Available from—The College Placement Council Foundation, P.O. Box 2263, Bethlehem, Pennsylvania, 18001. \$5.00

Document Not Available from EDRS.

Descriptors—*College Graduates, *Job Satisfaction, *Nonprofessional Personnel, *Occupational Aspiration, *Occupational Choice, *Professional Occupations, *Research Projects, *Self Concept, *Surveys, *Work Attitudes, *Work Environment
This monograph provides clear evidence that relationships do exist between education and work. It makes equally clear the fact that these relationships are complex and, to a very significant degree, individually determined. The present analysis is based on the responses of 3,077 men and 1,061 women holding a bachelor's degree and working full-time in 1974-1975. Areas of focus are attitudes toward work; influences on job satisfaction; job satisfaction at the nonprofessional level; job satisfaction and occupational choice; and definition of a good job. (YRJ/Author)

ED 143 928

CG 011 707

Gadzella, Bernadette M. And Others

Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement.

Spons Agency—East Texas State Univ., Commerce.

Pub Date 29 Apr 76

Grant—1501-9126

Note—21p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Grade Point Average, *Higher Education, *Locus of Control, *Motivation, *Research Projects, *Sex Differences, *State Universities, *Student Attitudes, *Study Habits, *Undergraduate Students

The study investigated (a) relationships between measures on study habits and attitudes, locus of control, achieving tendency, and semester grade-point averages (SGPA), (b) differences between the sexes on the above mentioned variables, and (c) best predictor of SGPA. The subjects were 39 males and 81 females. There were a number of significant relationships between these variables for the total group and for each of the sexes. Some of the relationships were positive, others were inverse. Results showed females obtaining higher scores on five study skills scales and SGPA and males obtaining higher scores on Powerful Others and Chance scales of the locus of control inventory. The best predictor of SGPA was one's Study Habits measure. (Author)

ED 143 929

CG 011 708

Glasheen, John D. And Others

Student Adaptation to High School Social Groupings and Normative Environments.

Pub Date Apr 77

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, *Expectation, *Freshmen, *Group Dynamics, *High School Students, *Longitudinal Studies, *Performance, *Research Projects, *School Environment, *Secondary Education, *Student Adjustment

This research studies differential aspects within school social systems and the mediating effect of social groupings. It studies the social and social-psychological environments both between schools and within school socioeconomic, ethnic, and curricular environments and relates these to such student adjustment behaviors as: achievement, attendance, discipline, and drop out rates. Data was collected from all 9th grade students in the several public high schools of a socially and ethnically heterogeneous New England city. Both previous and present student record information on attendance, achievement and discipline was included, as well as instruments designed for this study including social (SES, ethnic, and curricular) and social-psychological (self-concept, sense of control, expectations and perceived group and individual integration) data. This is the first report of a longitudinal study which will trace student attitudes, behaviors and outcomes through high school. (Author)

ED 143 930

CG 011 709

Hood, Kay E.

Sex and Status: Influence on the Evaluation of Professionals.

Pub Date [75]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

Available from—Kay E. Hood, Director, Women's Support Programs, University of Nebraska-Omaha, P.O. Box 668, Omaha, Nebraska, 68101

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bias, *Changing Attitudes, *Discriminatory Attitudes (Social), *Evaluation, *Occupations, *Professional Occupations, *Research Projects, *Sex Role, *Sex Stereotypes, *Social Status

The study investigated the acceptance of females in traditionally masculine professions. Subjects were 48 females and 58 males psychology students at the University of Nebraska-Omaha. Each read professional articles in the fields of business, dentistry, engineering and law; author sex and status were systematically manipulated. After reading each article, subjects evaluated the article, author, and profession on three semantic differentials. Multivariate analysis procedures were used to analyze the data. Results showed that neither male nor female, young nor older subjects discriminated against the women authors. Perhaps the "women's movement" has had some impact on the attitudes and thinking of both women and men and thus upon their objective evaluation of women in traditionally masculine roles. On the other hand, the public may be more aware of and more sophisticated about sex-role issues; more sensitive instruments may now be required to discriminate underlying biases based on sex-role stereotyping. Another important finding was that although the subjects in the present study fairly evaluated female and male professionals, a significant number of the subjects were limiting their own aspirations to appropriate sex-roles. Implications for counselors and for further sex stereotyping research are discussed. (Author)

ED 143 931

CG 011 710

Kaplan, Martin Nagy, Geraldine F.

Redundancy of Behavioral Information in Dating.

Pub Date May 77

Note—10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Dating (Social), *Decision Making, *Females, *Physical Characteristics, *Prediction, *Redundancy, *Research Projects, *Social Psychology

Women chose between male dates described by (1) a photograph and (2) behavioral descriptions which varied in desirability for dating and redundancy. The effect of physical unattractiveness outweighed that of attractiveness only when the described behavior was redundant. This implies that differential weighting of physical attractiveness (i.e., unattractive greater than attractive) occurs only when other information is weakly predictive of dating desirability. Additionally, subjects who were more selective of dates when provided only a photograph were not more bound by physical appearance when also provided with behavioral information. Instead, compared to less selective subjects, they attended more to behavioral attributes when the prospective date was unattractive. (Author)

ED 143 932

CG 011 711

Kinsell-Raney, Lynn W. Deichmann, John W.

Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns.

Pub Date 77

Note—8p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, *Androgyny, *Classroom Environment, *Expectation, *Individual Psychology, *Motivation, *Personality, *Research Projects, *Sex Role, *Sex Stereotypes, *Task Performance, *Undergraduate Students

Identifiers—*Bem Sex Role Inventory
Undergraduate General Studies students, following classification by the Bem Sex Role Inventory, formed groups of 44 Stereotyped Masculine males, 36 Androgynous males, 33 Androgynous females, and 25 Stereotyped Feminine females.

They predicted achievement on a neutral task and two sex-linked tasks, one of each sex. Almost no variance appears in the Androgynous and Stereotyped predictions for each sex on the neutral task. However, dramatic differences between Androgynous and Stereotyped groups within the same sex do appear in predictions on the sex-linked tasks. We conclude that differences in achievement expectations are less a product of sex differences than of role interpretation differences within each sex. Classroom implications for stereotyping/sex-linking tasks are discussed. (Author)

ED 143 933

CG 011 712

Merkel-Keller, Claudia

Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey.

Pub Date Apr 77

Note—130p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Best Copy Available; some tables may reproduce poorly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, *Developmental Psychology, *Educational Research, *Expectation, *Grade 9, *Mathematics, *Research Projects, *Secondary Education, *Secondary School Students, *Sex Differences, *Sex Role, *Student Attitudes

This study was undertaken: (1) to determine achievement in mathematics of ninth graders (general mathematics students and algebra students) in eight public schools in New Jersey as measured by an achievement test developed and tested by the author; (2) to determine attitudes toward mathematics of the students as measured by an attitude scale developed and tested by the author; (3) to provide data regarding sex-differentiated attitudes toward mathematics that could be used to isolate factors influencing attitudes toward mathematics; and (4) to correlate attitude and achievement data for the sample of students studied. Findings reveal three key components in attitudinal orientation toward mathematics: (1) attitudes toward mathematics as a subject; (2) learner's self-concept and the sex-role stereotyping dimension; and (3) parental expectations. Parental expectations emerged as factor two for females, and as factor three for males. Both sexes evidenced the same primary factor, i.e., attitudes toward mathematics as a subject. Weak statistical trends related to differences in mathematical achievement may attest to changing teaching styles in the mathematics classroom and recognition of sex-role stereotyping. Also, ninth grade may not be the critical level to determine strong statistical sex differences in mathematics ability and attitude. (Author)

ED 143 934

CG 011 717

Soares, Louise M. Soares, Anthony T.

The Self Concept: Mini, Maxi, Multi?

Pub Date Apr 77

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Patterns, *Cognitive Processes, *Elementary Secondary Education, *Individual Characteristics, *Intelligence Factors, *Personality Assessment, *Research Projects, *Role Perception, *Role Theory, *Self Concept, *Theories

The main objective of the research was to define and dimensionalize the self concept. In a theoretical approach similar to the debates on the meaning of intelligence, this study attempted to determine whether the self concept is a general factor which explains more specific selves, whether it connotes a hierarchical structure, or whether it is best described in a taxonomic system. The findings suggest the last, with distinct self-perceptions emerging from a schema of minimal correlates. This model was examined in an educational setting, and the results were submitted to multivariate analysis. Theoretical considerations from Spearman, Thurstone, Cattell, Guilford, and Piaget comprise the foundation for the discussion on self-concept theory. (Author)

ED 143 935

CG 011 718

Women's Educational Equity Act. First Annual Report, September 30, 1976.

Office of Education (DHEW), Washington, D.C. Pub Date 30 Sep 76

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—Annual Reports, *Educational Finance, *Equal Education, Equal Opportunities (Jobs), *Federal Legislation, *Females, Grants, Program Descriptions, *Project Applications, *Sex Discrimination

The Women's Educational Equity Act (WEEA) was passed as part of the Special Projects Act of the Educational Amendments of 1974. The WEEA authorizes the support of an extremely broad range of activities to help eliminate sex bias in education, including, among many others, materials development, preservice and inservice training, guidance counseling, and research. This publication reports on WEEA's first year of activity, giving information about types of projects applying for and receiving grant money. A list of grants funded in various areas is included, with a brief program description for each. (Author/BP)

ED 143 936

CG 011 719

Birman, Beatrice F.

A Study of Counselor Interactions and Influence.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education; Stanford Univ., Calif. Boys Town Center for the Study of Youth Development; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Pub Date 5 Apr 77

Contract—43-20438-C030; NE-C-00-3-0062

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Counselor Evaluation, *Counselor Role, Ethnic Status, *Guidance Counseling, *Guidance Functions, *Helping Relationship, *Interaction, Research Projects, Secondary Education, Social Status, Tests

Identifiers—*Counselor Influence

This paper begins with a review of past sociological research on the influence of counselors. Most of this past research views the counselor as a "gatekeeper," perpetuating the social status ordering by giving students advice which is compatible with their social status. The research reported in this paper takes a different approach to counselor-student interaction by looking at the processes which predict student perceptions of the strength of counselor influence. The outcomes of this research address the earlier literature in two ways. First, the process outlined in this paper indicates that the channeling of students, if it occurs, may occur in an atmosphere in which counselors are regarded as warm and concerned about the welfare of the student. Those students who, in the gatekeeping literature are most likely to have their aspirations lowered by counselors, are also those who, in this study are most likely to report the counselors as warm (friendly and concerned). Secondly, this study actually strengthens the impact of the channeling argument. While past studies have indicated that counselors affect students in the direction of lowering the aspirations of certain students, this study adds that counselors are most likely to have a strong impact on these students' thinking about the future. (Author/BP)

ED 143 937

CG 011 721

Deines, Helen G. And Others

Invisible Institution: Adult Foster Care in the U.S.A.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Oct 76

Grant—90-4-365/02

Note—14p; Paper presented at the Annual Meeting of the Gerontological Society (29th, October 1976, New York, N.Y.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Agencies, Certification, *Foster Homes, Information Needs, National Surveys, *Older Adults, Planning, *Program Coordination, Questionnaires, *State Standards

Identifiers—*Adult Foster Care

This report is one facet of an on-going effort to delineate, describe and analyze the current status of foster home care for adults in the U.S. Foster home care attempts to maintain the resident's normal life functioning within a family setting. It involves the use of a private family residence for the care of non-related aged or infirm persons. Supervision or assistance with feeding, toileting, or personal hygiene is given, but professional

nursing services are not usually provided. The report reflects a survey conducted by the authors to answer several questions about the extent and nature of Adult Foster Care facilities and planning agencies, including whether they are licensed and how much interest seems to exist. Details of their findings are presented, as well as a list of tentative conclusions. The need for more information regarding all facets of AFC is emphasized. (Author)

ED 143 938

CG 011 722

Fouts, Gregory Norrie, Janice

Suicidal Fantasies and Positive/Negative Effects.

Pub Date Apr 77

Note—7p; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Wa., April 21-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *Anxiety, Curiosity, Emotional Development, *Fantasy, Psychological Studies, Psychopathology, *Self Actualization, Self Evaluation, *Suicide, *Young Adults

Identifiers—*Depression (Psychological)

This study attempted to provide some initial normative data to help professionals and researchers to distinguish between playful and stimulating suicidal fantasies as opposed to serious and compulsive thoughts and behaviours characterized by negative affects. It is argued that the former is a natural consequence of cognitive development, the entry into formal operational thought, which results in the extension from reality into the world of possibility which begins during the period of adolescence. However, when the precipitating mood and consequent affects become negatively coloured, perhaps in part, due to misunderstanding the "normalness" of such thoughts as well as the absence of feedback from significant others, then pathology is likely indicated. When we can make this distinction and monitor such shifts, that is, from spontaneous curiosity and excitement to obsessive thoughts and depression, we shall have taken a large step forward in predicting suicidal attempts and mediating them. (Author)

ED 143 939

CG 011 723

Gauvain, Mary T. And Others

Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—OEG-0075-02009

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Classroom Environment, *Environmental Influences, Environmental Research, *Junior High Schools, *Open Plan Schools, Perception, *Physical Environment, Self Concept, Space Orientation, Student Behavior, *Student Reaction

This study investigated students' perceptions of the open-space environment. It focused on their likes and dislikes concerning open space, perceptions of instructional practices and suggestions for improving and utilization of open space in their schools. The study was conducted as part of a Teacher Corps project sponsored jointly by the School of Education at Stanford University and Herbert Hoover Junior High School, San Jose Unified School District, San Jose, California. Besides the type of information collected, this study differs from previous studies in another respect. Open-ended interviews were used rather than forced-choice survey questionnaires which would have limited students in their responses. This method also avoided problems associated with the low academic achievement levels of some of the students in the sample. The relatively free interchange between the interviewer and the respondents permitted the interviewer to discover whether or not each student understood each question. (Author)

ED 143 940

CG 011 724

Kaplan, Robert M.

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.

Pub Date [75]

Note—18p; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Bias, *Discriminatory Attitudes (Social), Evaluation Criteria, *Expectation, Observation, *Physical Characteristics, Sex Differences, *Sex Stereotypes, Social Attitudes, *Success Factors, *Talent Identification

Identifiers—*Physical Attractiveness

Male and female subjects judged an essay purportedly written by an attractive or an unattractive female author. The attractive author was rated as significantly more talented by male judges. Female judges rated the attractive author less talented although this difference was not statistically significant. A second experiment concerned ratings by males and females of essays written by attractive or unattractive male authors. The results suggested that the attractiveness halo effect does not occur for male authors. (Author)

ED 143 941

CG 011 725

Karmos, Joseph S. Milic, Diane

A Study of Egocentrism and Socialization.

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, Child Development, *Cognitive Development, *Egocentrism, Elementary Education, Elementary School Students, *Play, *Social Development, *Socialization, Sociometric Techniques

The purpose of this research was to investigate egocentrism and to investigate the relationships between egocentrism, popularity, and certain playground behaviors for students in Grades 1-5. More than 200 students participated in the study. The results showed that: (1) egocentrism decreases with age, (2) males were less egocentric than females at every grade level, (3) the smallest absolute value of the correlations of egocentrism scores, sociometric scores, and teachers' ratings with total playground behavior observation scores was .59, (4) a strong relationship existed between egocentrism and popularity at Grade 5, and (5) teachers' ratings of popularity and sociometric scores were highly related. The instrument used to measure egocentrism was new. Factor analyses were used to investigate the underlying relationships of the items. The items in the factors from the analysis tended to go together as hypothesized. (Author)

ED 143 942

CG 011 726

Nagorski, Alec P.

Understanding the Male Homosexual Experience: Grades 11, 12.

Pub Date 28 Apr 77

Note—26p; Pages 9-12 and 20-24 of original document are copyrighted and therefore not included

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, Attachment Behavior, Behavior Change, Curriculum Guides, Emotional Development, *Homosexuality, Interpersonal Relationship, *Males, Program Descriptions, *Sensitivity Training, *Sex Stereotypes, *Social Discrimination

This unit has been designed as a means of sensitizing class members to various forms of social discrimination that exist against homosexuals. Each lesson can be adapted to a fifty minute class period; the steps indicate transitions in topic development, the key questions are recommended as guidelines for facilitating class discussion. Students will be confronted with suppositions, which are thought to assimilate their life experiences, and simultaneously reflect homosexual oppression. This will enable them to: (1) become familiar with homosexuals as ordinary human beings with a sexual preference for same sex members, and (2) attain greater empathy and understanding of the homosexual's dilemma. By representing the homosexual's experience in having their sexual identity oppressed, students will learn to understand: (1) why homosexuals may often hide their sexual orientation and/or behavior, and (2) the struggle that frequently occurs in affirming one's homosexuality. Through these lessons, students begin to realize the value of non-heterosexual and supportive individuals for homosexuals in adjusting to their homosexuality. Successful completion of this unit may be evaluated, by requiring students to design and conduct

their own research, in finding possible explanations to why homosexuals are discriminated against in the American culture. (Author)

ED 143 943 CG 011 727

Pagano, Nicholas A., Jr.
Integrated Living for Severely Disabled People: A Radical Approach.
Pub Date [70]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Services, Counseling Services, Home Health Aides, Housing Needs, *Medical Services, Models, *Normalization (Handicapped), *Physically Handicapped, Program Descriptions, Rehabilitation Programs, *Self Care Skills, Special Health Problems

This presentation outlines the approach to integrated living for severely disabled individuals which was developed by Independent Living for the Handicapped of Brooklyn, New York. After a brief overview of the history and philosophy of this organization, the 'how-to' approach is explained. This program model coordinates services which are generally available to the non-handicapped population, toward the goal of independent living for severely disabled persons. The 'how-to' approach is explored from the viewpoint of a person in a wheelchair: how to find an apartment; how to be assertive; how to cope with daily living problems, such as, how to supervise home staff, how to fire someone, how to budget, and how to shop and use free time creatively. The government funding which is available to a person who chooses this lifestyle is presented, as well as the support services which may be needed to obtain these entitlements. A definition is offered. In addition, component parts of this program model, such as an Emergency Aide Service and a Specialized Livery Service, are presented. The assets and deficits of this community based non-medical model are discussed, as well as an evaluation of accountability in light of the partnership which develops between people who are disabled and people who are not. (Author)

ED 143 944 CG 011 729

Potter, Ellen F.
Children's Expectancy of Criticism for Classroom Achievement Efforts.
Pub Date 7 Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, *Children, Classroom Participation, Classroom Research, Communication (Thought Transfer), *Expectation, *Feedback, Motivation, *Peer Evaluation, Self Actualization, Social Relations, *Sociometric Techniques

Identifiers—*Criticism

An expectancy of criticism scale was devised in order to measure children's expectations of giving criticism to and receiving criticism from different agents for public achievement efforts in class. Scores on the Children's Social Desirability Scale (CSD) and teacher ratings of amount of criticism the children received and of their participation in achievement activities were obtained. Children both gave more criticism to and expected more criticism from opposite sex peers, and also overestimated amounts of criticism they would receive from peers. Expectancy of criticism was not correlated with scores on the CSD, but was correlated with higher ratings of criticism received and lower ratings of participation in achievement activities. (Author)

ED 143 945 CG 011 730

Severson, Herbert H.
The Use of Biofeedback and Relaxation Training by School Psychologists.
Pub Date 26 Mar 76

Note—9p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Dallas, Texas, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adjustment (to Environment), *Behavior Problems, *Desensitization, *Elementary School Students, Hyperactivity, Hypertension, School Psychologists, *Self Control, State of the Art Reviews, *Stress Variables, Teacher Role

Identifiers—*Biofeedback Training

This paper is a collection of data from several studies about the use of Systematic Relaxation and Biofeedback Training by school psychiatrists to help children develop greater self control and also to alleviate behavioral problems resulting from stress related disorders. In addition, classroom use of both techniques is suggested, explored, and urged. (ST)

ED 143 946 CG 011 731

Sharac, Jo-Anne S. And Others
Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53.
Pub Date Sep 76

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability, *Cognitive Development, *Decision Making, *Dogmatism, Statistical Studies, *Test Results, *Vocational Interests, *Work Experience

Identifiers—*Indecision

Two studies were conducted to examine relationships between intransitivity, defined by the total circular triad (TCT) score on the Minnesota Importance Questionnaire (MIQ), and vocational needs and abilities. Data were collected on 373 rehabilitation clients for Study 1 and 215 vocational assessment clients for Study 2. In Study 1, TCT scores were correlated with General Aptitude Test Battery (GATB) scores, and a multiple regression analysis was performed with GATB and MIQ scores as independent variables and TCT as the dependent variable. The results showed that aptitude scores, especially General and Verbal scores, were negatively related to TCT scores, while needs for Social Status and Authority were positively related to TCT scores. In Study 2, Goodstein's model of indecision and indecisiveness in vocational decision-making was investigated by comparing number of important needs for high TCT subjects who were above, versus below, the median in work experience, and by a multiple regression analysis with number of important needs as the dependent variable and age, education, work experience, and TCT scores as independent variables. The data indicated that undecided and indecisive subjects cannot be separated on the MIQ and that the number of needs declared important decreased with education but increased with amount of work experience and TCT score. (Author)

ED 143 947 CG 011 733

Report of the Task Force on New Professionals. Task Force 8, Commission 1, American College Personnel Association.

Pub Date 27 Mar 77

Note—22p.; Paper presented at the Annual Meeting of the American College Personnel Association (Denver, Colorado, March 27-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Higher Education, *Interprofessional Relationship, *Organizations (Groups), Personnel Needs, *Professional Associations, Professional Personnel, Research Projects, *Student Personnel Work

Identifiers—*New Professionals

This report is the result of two years of research by the Task Force on New Professionals of the American College Personnel Association. The Task Force was charged with developing procedures for the greater input and involvement of new professionals in the activities of the national professional associations in the area of college student personnel work. A new professional was defined as someone with less than five years of full-time professional work experience in the area of college student personnel work. The report examines the policies and structures of the professional association in regard to their involvement and consideration of the needs and concerns of new professionals. Following this review a series of recommendations is presented based on the finding of the Task Force. (Author)

ED 143 948 CG 011 735

Dudley, Robert T. McDermott, William P.
Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual.
Hazlet Township Public School District, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date Jan 77

Note—131p.; Funded through the Elementary and Secondary Education Act, Title III-IV(C); Photographs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Adjustment Problems, Administrator Guides, Counseling Effectiveness, *Counselor Client Ratio, *Guidance Programs, Guides, Program Descriptions, Secondary Education, *Secondary School Counselors, *Secondary School Students, *Student Needs, Teacher Guidance

The project aims to provide adequate guidance services to all ninth grade students upon their entry into secondary school, and throughout the crucial first year, to assist them with their adjustment. Through the efforts of Teacher-Advisors who fill the roll of counselors, students are encouraged to develop good study and attendance habits and to participate in the life of the school through its extracurricular activities program. The program is directed to those high schools in which the pupil-counselor ratio is so high that segments of the student body are neglected and deprived of services they need at crucial times in their educational lives. The project is presented in three manuals: (1) Project Description, (2) Administrator's Guide, and (3) Teacher-Advisor Guidance Manual. (Author/SPT)

ED 143 949 CG 011 736

O'Reilly, Charles A., III
Supervisors and Peers as Information Sources and Individual Decision Making Performance.

Pub Date May 77

Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Decision Making, Group Dynamics, Individual Power, *Information Sources, *Organizational Communication, *Performance, *Supervisors, *Work Attitudes

The use of the supervisor as a source of information for subordinate decision makers was investigated using 72 eligibility workers in a county welfare agency. Results showed work group supportiveness to be highly associated with the frequency of use and the value attached by subordinates to the supervisor as an information source, but supportiveness was not related to decision making performance. Use of the superior as an information source was inversely associated with errors in decision making, i.e., decision making performance was better with more frequent use of the supervisor as an information source. A clear pattern was evident. Supportiveness is associated with use of the supervisor which, in turn, is associated with improved performance. These results are consistent with previous studies of organizational communication and individual decision making. (Author)

ED 143 950 CG 011 737

Teyber, Edward C. And Others
Adult Responses to Child Communications. Spons Agency—Michigan State Univ., East Lansing; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date May 77

Grant—MH-24250

Note—19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977); The research was supported in part by the Computer Institute for Social Science Research, Michigan State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adults, *Affective Behavior, Behavioral Science Research, *Children, Emotional Development, *Intercommunication, *Interpersonal Competence, Parent Child Relationship, Receptive Language, *Speech Communication

Identifiers—*Adult Child Relationship

Oral responses of 180 male and female undergraduates to scenarios containing positive-loving, neutral-informational, and/or negative-rejecting (male) child communications were obtained and scored along 25 specific categories, as well as a global rating of acceptance/rejection of child. A factor analysis generated six factors, which, along with the global rating, were examined in terms of possible differences as a function of varying child communications. Results supported the hypothesis that adults would respond with communications

whose affect matched that of the child's. Further, males were found to be more rejecting and punitive than females, and subjects, in general, appeared unable to respond in an empathic, child-centered manner to any type of child communication. (Author)

ED 143 951 CG 011 738

Meadow, Mary Jo

Authoritarianism and Attitudes Toward Working Wives.

Pub Date May 77

Note—11p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Authoritarianism, Family Relationship, *Marital Status, Motivation, *Role Theory, *Self Concept, Sex Role, Social Science Research, *Work Attitudes, *Working Women

One hundred unmarried female students, 18 to 21 years old, took the California F Scale and the Hewer-Neubeck Marriage and Employment Questionnaire. Authoritarianism was found significantly related to acceptance or rejection of many specific reasons offered for a woman's working or not working after marriage for subjects themselves, their perceived motives of other women, and value normative statements. For personal motives, rejection of items depicting an egalitarian role for women was positively related to authoritarianism, as was acceptance of a traditional conception of woman's role. Items which indicated nurturant attitudes or striving for self-fulfillment were unrelated to authoritarianism. Authoritarian women were more rejecting than accepting of their own working. Other women were seen as more willing to work and also willing to work for egalitarian and self-fulfillment motives not personally endorsed by high authoritarianism subjects. Authoritarianism was associated with seeing oneself more in line with cultural imperatives than other women are, although there were indications of a lack of egosyntonicity in some motives of authoritarian subjects. (Author)

ED 143 952 CG 011 739

Aranson, David Page, Horace A.

Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors.

Pub Date May 77

Note—8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Behavior Change, *Changing Attitudes, Helping Relationship, *Institutionalized Persons, Interpersonal Relationship, *Paraprofessional Personnel, Program Evaluation, *Self Concept, *Skill Development, Training Objectives

Twenty-one upper level psychology students underwent 24 hours of paraprofessional training, followed by 15 hours of practica experience. When compared to controls, experimental subjects' attitudes toward three target groups (institutionalized patients, graduate students in psychology, and undergraduates in psychology) became significantly more positive, while attitudes toward mental hospitals became more negative. (Author)

ED 143 953 CG 011 740

Lee, Gus C. McAfee, Marty

A Counseling Approach to Armed Forces Recruitment.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No.—RP-ED-75-24

Pub Date Oct 75

Contract—MDA903-75-C-0128

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Armed Forces, *Articulation (Program), Career Education, Communication (Thought Transfer), *Counseling, *Counselor Role, *Occupational Choice, Program Descriptions, *Recruitment

The effort to emphasize enlistment as a viable occupational choice for young men and women who accept the military way of life as a means of achieving their goals is in the nature of an experiment. If this new approach is to meet the needs of young people, the educational community must, in turn, take a new approach to the services. At least, there must be a willingness on the part of counselors and school officials for closer ties and closer cooperation to exist between the educational community and the Armed Forces. (Author)

ED 143 954 CG 011 741

May, James L. Hamilton, Phyllis Ann

Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli.

Pub Date May 77

Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

Available from—James L. May, Dept. of Psychology, North Adams State College, North Adams, Mass., 01247

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Behavioral Science Research, *Females, *Interpersonal Relationship, Motivation, *Music, *Stimulus Behavior

Identifiers—*Physical Attractiveness

Female subjects were asked to evaluate either an attractive or unattractive male stimulus person under one of the three experimental conditions; while listening to avant-garde, rock music, or no music at all. Responding on the Interpersonal Judgement Scale (IJS; Byrne, 1971) and a seven-point physical attractiveness scale, subjects indicated more positive evaluations of and attraction toward attractive than unattractive stimulus person. In addition, subjects responded with more positive evaluations of, greater attraction toward, and more positive assessments of physical attractiveness under the rock music than under the avant-garde music condition. These results are discussed in terms of the Byrne-Clore reinforcement-affect model of interpersonal attraction with implications for future research. (Author)

ED 143 955 CG 011 742

Morgan, Leslie A. Bengtson, Vern L.

Measuring Perceptions of Aging Across Social Strata.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 16 Oct 76

Grant—APR-75-21178

Note—35p.; Paper presented at the Annual Meeting of the Gerontological Society (29th, October 1976, New York, N.Y.); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Age Groups, Concept Formation, *Gerontology, Labeling (of Persons), *Measurement, *Perception, *Social Attitudes, Social Science Research, Stereotypes, Test Bias, *Test Reliability, Values

To what extent do perceptions of aging vary across social strata? Previous research provides inconsistent findings, although it seems plausible that attitudes toward old age differ with age, social class, and ethnicity of respondents. However, issues of measurement (construct validity; reliability; dimensional equivalency) raise doubts on the applicability of items and scales used across different groups. In the present study, data from 1,269 individuals of three ethnic groups and three age cohorts are examined for contrasts in perceptions of aging. Initial assessment of two simple summary scales indicated serious problems of cross-group equivalency judged by standard criteria for reliability and validity. A second stage of analysis revealed two orthogonal dimensions, Negative Attributes vs. Positive Potentials, which could be justified as operating similarly across strata. Results indicate high similarity by age, sex, and ethnicity in Negative Attributes, with all groups having moderately high negative evaluations. In contrast there were significant stratum variations in the Positive Potential scale, with the oldest age group and Mexican Americans having the lowest evaluation. (Author)

ED 143 956 CG 011 743

Cotton, Frank E., Jr.

Planning for the Aging: A Manual of Practical Methods.

Mississippi State Council on Aging, Jackson.

Spons Agency—Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.

Pub Date Feb 76

Note—257p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Community Services, *Delivery Systems, *Gerontology, Leadership Training, Manuals, *Methods, Need Gratification, *Planning, *Program Development, Training

This manual is divided into three major parts. Part One explores the role and process of planning delivery services to the aging, including leadership. Part Two offers several methods for carrying out each of seven steps delineated in the planning process, and describes their application to the delivery of services for the aging. Part Three focuses on the use of the manual—its special page numbering, dual bibliographies, checklists, etc. (CKJ)

ED 143 957 CG 011 744

Weybright, Loren D.

Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play.

Spons Agency—City Univ. of New York, N.Y.

Pub Date 77

Note—14p.; Paper presented at the Annual Meeting of the Interdisciplinary University Affiliated Program Conference on Piagetian Theory and its implications for the Helping Professions (7th, Los Angeles, California, January 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Children, Childrens Games, *Cognitive Development, *Creativity, Developmental Stages, Egocentrism, *Interaction, Interpersonal Relationship, *Play, *Social Development, Teamwork

Identifiers—*Rules

The study compared the level of development observed in the imaginative play of young children with the level of development revealed in conservation an classification tasks. The sample included 40 children, with one 5/6-year old group of 20 children (10 boys, 10 girls), and two six/seven-year old groups of 20 children (14 boys, 6 girls). The children were observed in block and water play, in the housekeeping area; and 26 of them were administered five tasks of logical thinking. The tasks included measures of physical knowledge: conservation of mass and classification of beads, and measures of social knowledge: conservation of social role, classification of boys and girls, and kinship. The results supported the question of a parallel correspondence between stages of development exhibited in play and in logical thinking. Some age differences appeared in the observational measure of social interaction in children's play. All younger children adopted individualized rules and felt rules were fixed. Some, but not all older children maintained a cooperative system of interaction, developing rules by consensus. Implications for the early childhood caregiver were described, based on the informal, interactive social context which supported the development of rules. (Author)

ED 143 958 CG 011 745

Bailey, James S.

Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affection, *Counselor Characteristics, Counseling Training, Democratic Values, Interpersonal Relationship, *Leadership Styles, *Personality Assessment, *Program Evaluation, *Psychological Needs, Research Projects

A relatively new personality test entitled the FIRO-B was administered to 57 full-time Counseling Majors in an effort to determine whether these persons could be characterized in terms of affection and leadership variables. Results showed that these persons were characteristically high in their need and expression of affection and that they were democratic leaders. (Author)

ED 143 959 CG 011 746

Alcohol Education: A Teacher's Curriculum Guide for Grades K-6.

New York State Education Dept., Albany.

34 Document Resumes

Spons Agency—New York State Education Dept., Albany. Div. of Drug and Health Education Services.

Pub Date 76

Note—98p.; For a similar guide suitable for grades 7-12, see CG 011461 and CG 011462.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Alcohol Education, *Behavior Change, Curriculum Guides, *Decision Making Skills, Elementary Education, *Elementary School Curriculum, Individual Power, Information Dissemination, *Prevention, Student Centered Curriculum, *Teacher Role, Teaching Guides

This guide is one of a series of three units which include guides for K-6, 7-12 and adult education. This one which focuses on K-6 discusses the following topics: (1) why alcohol education is important; (2) what should be taught about alcohol; and (3) how alcohol education should be taught. The guide also includes supplementary content information for the teacher as well as a resource list for potential use by the teacher. (CKJ)

ED 143 960

CG 011 747

Majchrzak, Shirley

An At-Home Rehabilitation Program for Families of Women Alcoholics.

Pub Date 19 Feb 77

Note—5p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Alcoholism, Child Development, *Crisis Therapy, Family Counseling, *Home Visits, *Mothers, *Paraprofessional Personnel, Parent Influence, Problem Solving, Program Descriptions, *Rehabilitation, Therapeutic Environment

The family is the basic physical and emotional support system in American society. Dysfunction of a family member may reflect family dysfunction and certainly affects the well-being of other family members. Disturbances in the mother can have profound effects on family functioning and child development, as mothers bear most of the responsibility for care of children and household management. Alcoholic women living with their children are recognized as a treatment population needing special environmental support as part of their recovery. The training of paraprofessional service providers who work with the family at their own home on a full-time basis can provide valid and needed services. These helpers are trained to engage in activities ranging from childcare and household tasks to motivating family members to learn and apply problem solving techniques, while helping the mother through a treatment program for her alcoholism. The services are short-term and crisis oriented, designed to help all family members develop long-term therapeutic programs utilizing community facilities. This technique has shown positive results in an independent evaluation, and can be replicated in other populations with family crisis problems. (Author)

ED 143 961

CG 011 748

Pines, Ayala Solomon, Trudy

Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers.

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, April, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Arousal Patterns, Behavior Change, *Children, Individual Power, *Institutionalized Persons, Juvenile Courts, *Legal Problems, Milieu Therapy, *Psychotherapy, Rehabilitation, *Residential Centers, State of the Art Reviews

Identifiers—*Brainwashing, *Coercive Treatment

The purpose of this paper is to present the reader with an in-depth study of the special plight of children currently confined in our nation's residential treatment centers. Several of the fundamental legal issues involved in the coercive commitment of minors to such institutions will be discussed, especially those concerning due process and informed consent. The article will also discuss the parallels between the goals, philosophy and techniques of the classical care. Special attention will be given to the three major components of the process of brainwashing as they apply to this particular therapeutic setting.

namely, (1) emotional arousal, (2) milieu control, and (3) the confession. In addition, specific recommendations for the greatly needed renovation of the residential treatment process will be set forth. (Author)

ED 143 962

CG 011 749

Hansen, Ronald D. O'Leary, Virginia E.

Causal Explanations for the Behavior of Women and Men: Two Different Schema?

Pub Date May 77

Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (May 5-7, 1977, Chicago, Illinois)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attribution Theory, Behavioral Science Research, *Behavior Patterns, *Individual Characteristics, Perception, *Role Perception, *Sex Differences, *Stimulus Behavior

In order to explore the hypothesis that sex-linked biases in causal attributions, widely shared by female and male perceivers, may derive in part from the perceiver's naive sex-linked expectations regarding the potential impact of causal forces on women's and men's behavior, three experiments were carried out. The first experiment was conducted to test the hypothesis that such attributional tendencies may derive from divergent, naive expectations regarding the source of the greatest variance in men's and women's behavior. The second experiment was conducted to test the possibility that these divergent naive expectations regarding the behavior of women and men may translate into attributional biases. The third study was conducted to explore the impact of the perceiver's naive variance expectations on his desire for information upon which to base causal attributions. (Author/SPT)

ED 143 963

CG 011 750

Walker, Charles J. Zwyciewicz, Anne Marie

Cognitive Development and the Cognition of Horizontal and Vertical Social Structures.

Pub Date May 77

Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Children, *Cognitive Development, *Group Relations, Horizontal Organization, Interpersonal Relationship, *Social Development, *Socialization, *Social Stratification, Vertical Organization

It was hypothesized that children, like adults, cognize social groups by applying social schemata. Their facility with social schemata was predicted to be a function of their level of cognitive development. When children were asked to complete partial social structures, formal and concrete operational, but not preoperational children, readily generated perfect structures. Particularly with concrete operations children, it was observed that the predisposition toward closure was stronger for vertical than horizontal structures. These results were interpreted with reference to the theory and observations of Piaget (1950). Implications for the understanding of the actual social groups of children were discussed. (Author)

ED 143 964

CG 011 751

Outlaw, Patricia Gunther, Virginia

Cognitive Predictors of College Success in Disadvantaged Students.

Pub Date [76]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, *Admission Criteria, Aptitude Tests, *Cognitive Ability, College Placement, *College Students, Competitive Selection, *Disadvantaged Youth, Higher Education, Multiple Regression Analysis, *Prediction, *Success Factors

This study involved the investigation of the differential validity hypothesis as it pertained to the disadvantaged college student. It evaluated, by means of a multiple regression analysis, the use of SAT scores (Math and Verbal) and the Nelson-Denny Reading Test as predictors of college success, as measured by semester grade point average, for students who were provisionally accepted to Towson State University. Significant correlations were found for all three variables as a total set and the individual comparisons of the independent variables with semester grade point average. It was noted that only 7% of the vari-

ance was accounted for by these variables, therefore, further investigation into motivational variables would be indicated. Due to the regression analysis indicating that the Nelson-Denny Test and the SAT Math scores accounted for most of the significance in determining success, it was suggested that these variables be given greater emphasis in admissions criteria for the disadvantaged student. (Author)

ED 143 965

CG 011 752

Gounard, Beverly R. Hulicka, Irene M.

A Cognitive Problem-Solving Approach to Learning in Later Adulthood.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Learning, Behavioral Science Research, *Cognitive Processes, *Educational Gerontology, *Learning, Memory, Motivation, *Older Adults, Physical Characteristics, *Problem Solving, Recall (Psychological), *Sensory Integration

An age-related decline in performance is typically observed in research on tasks that rely on cognitive processing. However, such declines must not be accepted as indisputable evidence that the learning efficiency of older adults is necessarily impaired. Cognitive factors such as a production deficiency in long-term memory and/or a retrieval deficiency do operate to depress the performance of older adults. However, a number of noncognitive factors such as functional and pathological sensory deficits, psychomotor slowing, poor physical and mental health, and insufficient or excessively high motivation also mitigate against optimal performance in the aged. The learning efficiency of the aged may be improved through the use of teaching and learning techniques designed to compensate for the negative effects of both detrimental cognitive and noncognitive factors. (Author)

ED 143 966

CG 011 754

Singleton, H. Wells And Others

Cooperative Skill Development in Equal Status Small Groups.

Pub Date [77]

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Change, Conflict Resolution, *Group Activities, *Group Dynamics, *Interaction Process Analysis, Junior High Schools, Learning Theories, *Skill Development, *Teaching Techniques

Identifiers—*Competition

The objective of the study was to (1) systematically study the process by which small group cooperation develops and to (2) produce guidelines that will be useful to teachers. The sample consisted of 84 seventh grade boys and girls of middle class families. Three randomly assigned samples (rotating, solid, and control) comprised the experimental groups. All three samples were administered a criterion activity, and the rotating and solid samples were administered intervention activities. The criterion activity consisted of an adapted version of the Madson cooperation board designed to promote both cooperative and competitive behavior among small groups of four. The intervention activities consisted of the "NASA Lost on the Moon" and "Decision Grid" in which cooperative skills and processes were examined in the small group setting. The results showed a significant gain in non-competitive gains for the rotating and solid samples (t Test) while the control sample showed a slight decrease. The intervention activities demonstrated the value of group decisions over individual decisions. Conclusions are that (1) there are certain identifiable conditions under which group members will act cooperatively and (2) skills training is a viable way of teaching cooperative interaction in small groups. (Author)

ED 143 967

CG 011 755

Jordaen, Jean-Pierre, Ed. And Others

The Counseling Psychologist.

American Psychological Association, Washington, D.C.

Pub Date 68

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Awareness, Career Opportunities, *Counselor Role, *Counselor Training, Developmental Guidance, Educational Counseling, Financial Support, *Occupational Information, *Occupations, *Psychologists, Rehabilitation Counseling

The purpose of this pamphlet, written under the auspices of the American Psychological Association, is to inform the reader of the nature of the counseling psychologist's job. It is divided into five sections: (1) what a counseling psychologist does: his roles, his clientele, how he helps, how he solves problems, how he differs from the clinical psychologist; (2) work settings and functions: where he works, what he does, how the setting determines his role, his satisfactions and rewards; (3) how one becomes a counseling psychologist: educational preparation, requirements, training programs; (4) financial aid for students: various fellowships, traineeships, assistantships, and scholarships; (5) where to get further information: about psychology in general, about typical concerns of psychologists, about counseling psychology as a specialty within psychology, about rehabilitation counseling, about training programs and financial support. (Author/SPT)

ED 143 968

CG 011 756

Malcolmson, Ingeborg Skubinna, Kaye
A Developmental Group Counseling Program for Elementary Schools.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Change, *Developmental Programs, Elementary Education, *Elementary School Students, Emotional Problems, *Group Counseling, Guides, *Peer Relationship, Program Descriptions, *Self Concept, Social Psychology, Underachievers

The Del Mar Union School District in southern California began a developmental program for inarticulate, shy, poorly-peer-oriented students. A group program appeared to be the best way to give this type of child a place to make himself heard, to supply ego-supporting activities, to foster broader peer interaction and the development of relationships among group members, and to help the child develop a greater sense of self. The school district, parent involvement, group activities, and initiation of the program are described. Results of the program are: (1) the observable behavior of many of the participating children has changed, (2) teachers felt that a direct effort was being made to enhance the emotional growth of pupils in ways they, in the classroom, could not supply. (SPT)

ED 143 969

CG 011 757

Schell, Robert E.
Differences Between Perceived and Desired Career Planning Services among Students at the State University College at Oswego.

Pub Date 17 May 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Planning, *College Students, *Counseling Services, Higher Education, *Occupational Guidance, Post Secondary Education, Program Evaluation, Research Projects, *Student Development, *Vocational Development

The main purpose of this study was to isolate the differences between the level of assistance in career development perceived by and desired by students at the State University College at Oswego. Since there was some intuitive reason to believe that these variables were related to the sex and class of the student involved, these variables were included in order to isolate interactions. Study results suggest that delivery of services is uneven. Students expect the college to help them in developing and carrying out their career plans. They described the program they felt would best reduce the discrepancy between desired and received services. (Author/CKJ)

ED 143 970

CG 011 758

Gutk, Barbara A. Stevens, Denise A.
Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes.

Pub Date 22 Apr 77

Note—20p.; Paper presented at the Annual Meeting of the Western Psychological Association (April 21-24, 1977, Seattle, Washington); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, *Decision Making, *Occupational Choice, *Sex Differences, *Sex Stereotypes, Social Attitudes, Task Performance, *Work Attitudes, *Young Adults

The hypothesis in the present study is that in work situations which evoke sex role stereotypes, women will respond less stereotypically than males since it is in their best interest to do so. The method comes from the Rosen et al. (1975) study of male managers. In the present study, 293 introductory psychology students were asked to role play an executive vice-president of a large retail clothing chain. They were given five in-basket decision tasks, involving either male or female employees, following the tasks designed by Rosen and his colleagues. All five in-baskets involved behavior that is considered more appropriate for one sex than the other. The situations concerned hiring for a position requiring extensive travel, promotion of a person who stated that family life comes before work, response to an employee whose spouse has been offered a lucrative position elsewhere, response to a request for leave of absence to care for one's children, and deciding the appropriateness of a person's attendance at his/her spouse's company parties. Both male and female subjects, the majority of whom were first semester freshmen, responded to the in-basket situations in a somewhat less stereotypical manner than Rosen, Jerdee, and Prestwich's male managers. In general, females are not less discriminatory than males although there are differences between the sexes in specific areas. Despite the rhetoric about a loosening of sex role stereotypes, however, results suggest that both young males and young females may still respond in a fairly stereotypical manner to work situations which evoke sex role stereotypes. (Author)

ED 143 971

CG 011 759

Fouts, Gregory T.

Effects of Sex of Children and Experimenters on Social Facilitation.

Pub Date 77

Note—7p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, *Audiences, Behavioral Science Research, *Children, *Interaction, Learning Theories, Motivation, *Sex Differences, *Sex Stereotypes, *Task Performance

Identifiers—*Competition

Boys and girls (10-11 years) responded in a speed task faster in the presence than absence of an audience. Children were faster with the same than opposite-sexed audiences. The results were discussed in terms of same-sex competitive motives, sex-stereotypes, and opposite-sex distractibility. (Author)

ED 143 972

CG 011 760

Roberts, Michael C.

The Effects on Adults of Being Imitated by Children: A Review and Methodological Critique.

Pub Date 77

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adults, Behavior Patterns, *Children, Empathy, Identification (Psychological), *Imitation, Interaction, *Modeling (Psychological), Observational Learning, Research Reviews (Publications), Role Models

Only recently have imitation researchers turned their attention to the effects on the model of being imitated by observers. This report outlines and reviews the findings of research in the developing paradigms. Four paradigms into the effects of being imitated are examined briefly: (1) operant strengthening paradigm; (2) classical conditioning paradigm; (3) clinical applications of imitation effects; (4) concomitant effects paradigm. Few of the studies in these paradigms have focused on the effects on adult models of being imitated by children and subsequent effects on the adults' behaviors toward the children. The experiments assessing the effects of child imitation on adult models are described. It has generally been found that adult models are attracted to or more positive toward children who were imitators as compared to children who were nonimitators. A methodological and conceptual

discussion of the studies follows (viz., between-groups vs. within-subjects manipulations; social comparison processes). Areas of needed research are suggested. The being imitated effects research is placed into the perspective of child effects research. A child's imitation or nonimitation affects adults, whose behaviors subsequently affect the child and his/her development. (Author)

ED 143 973

CG 011 778

Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—DHEW-HSA-77-5600

Pub Date 76

Contract—BCHS-HSA-240-75-0057

Note—169p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Adolescents, *Community Involvement, Contraception, Family Planning, Junior High Schools, Manuals, Models, *Parenthood Education, Pregnancy, *Prevention, *Sex Education, *Venereal Diseases

In 1970, the Board of Directors at Planned Parenthood at Alameda-San Francisco in California recognized the need for broader sex education programs for young people by giving top priority to community education as well as to clinic services. One of the stated educational objectives became encouraging and assisting school districts to develop family life education and sex education programs. This implementation manual is designed to be used as a step-by-step guide for personnel interested in one or all of the components of the model. Chapter 1 gives the history and description of the project plus a summary of evaluations. Chapter 2 is on Developing Community Support. Chapter 3 is entitled Teacher In-service Training. Chapter 4 describes the parent-community program, and Chapter 5 describes the bilingual program. Each chapter includes a description of the component with a "script" that gives a step-by-step detail of the process for developing it. (Author/SPT)

ED 143 974

CG 011 779

Psychology Problem Classification for Children and Youth.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services; Minnesota Systems Research, Inc., Washington, D.C.

Report No.—DHEW-HSA-77-5203

Pub Date 76

Grant—MC-R-270058

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Problems, *Children, *Classification, Codification, Emotional Problems, Learning Difficulties, *Psychological Evaluation, Psychological Studies, *Psychologists, Special Health Problems, *Youth

The development of Psychology Problem Classification is an early step in the direction of providing a uniform nomenclature for classifying the needs and problems of children and youth. There are many potential uses for a diagnostic classification and coding system. The two most important uses for the practitioner are problem identification and monitoring for individual patients, and creation of an information base for developing program plans for intervention for a service population. With respect to the individual patient, the classification structure facilitates a more complete assessment because it suggests a wide spectrum of possible considerations, such as anticipatory guidance; illness management; physical, behavioral, emotional and learning problems, environmental and community effects; growth and development; stress and crisis management problems. With respect to the population needs, the incidence of specific problems can be determined in order to identify the frequency of prevailing problems, high risk groups in a given population, the direction of efforts by professionals in that field, and the contribution of psychology to the total care for the patient within that particular health care delivery setting. (Author)

ED 143 975

CG 011 780

O'Hare, Christopher

Relationship Among Group Leader and Participant Behaviors and Therapeutic Process.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Patterns, *Group Behavior, Group Dynamics, *Helping Relationship, *Interaction Process Analysis, *Leader Participation, *Participant Involvement, *Therapists, Therapy Video-taped samples of two help-oriented groups were rated for six leader and participant facilitating behaviors and therapeutic process (self-exploration). As manifested by leaders and participants, two help-oriented behaviors were significantly correlated. Four leader behaviors were positively correlated with participant self-exploration, although none of these same behaviors as manifested by participants was found to be positively related to self-exploration. (Author)

ED 143 976 CG 011 781

The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974.

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Advisory Committee on the Rights and Responsibilities of Women.

Pub Date 74

Note—104p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (OS 76-132. \$1.75)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Advisory Committees, Federal Legislation, *Females, Health Services, *Responsibility, *Sex Discrimination, Womens Education

The Secretary's Advisory Committee on the Rights and Responsibilities of Women of the Department of Health, Education, and Welfare (HEW) has published the compendium of its work in 1973 and 1974. The 1974 report covers the following topics: (1) The Year in Review, (2) Recommendations in the fields of Health, Education, Social Services, and changes within HEW, (3) Look to the Future, (4) Summaries of meetings. Topics in the 1973 report include: (1) Report of the Internal Affairs Subcommittee, (2) Report of the Health Subcommittee, (3) Report of the Education Subcommittee, (4) Report of the Social Services and Welfare Subcommittee, (5) Summaries of the year's meetings. (Author/SPT)

ED 143 977 CG 011 782

Barnett, Mark A. Kaiser, Donn L. The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance.

Pub Date May 77

Note—32p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, *Attribution Theory, *Children, Developmental Psychology, Intellectual Development, *Locus of Control, *Performance Factors, *Responsibility, *Sex Differences

The relationship between a child's assumption of responsibility for intellectual-academic successes and failures and various performance scores was examined in the present investigation. An expanded version of the Crandall, Katkovsky, and Crandall (1967) Intellectual Achievement Responsibility (IAR) Questionnaire was administered to a total of 138 children in the fourth, sixth, and eighth grades. Three levels of internality (I) were established separately for the boys and girls by partitioning the Total I scores derived from the IAR into Lo, Mid, and Hi groups. The girls were not found to differ significantly on any performance measure as a function of Total I level. However, the boys who assumed relatively little responsibility for their outcomes (Lo Total I) demonstrated a different pattern of assumption of responsibility for positive and negative outcomes, significantly poorer scores on the intelligence and achievement indices, and a more defensive pattern of Self/Other attributions than boys who assumed greater responsibility for their outcomes. (Author)

ED 143 978

Skerrett, Karen

Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment.

Pub Date 16 Sep 76

Note—7p.; Paper presented at the Annual Meeting of the National Conference on Family Relations (October 19-23, 1976, Chicago, Illinois)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Dating (Social), Emotional Adjustment, *Family Life, *Interpersonal Relationship, *Marriage, Personal Adjustment, Research Projects, Role Perception

Identifiers—*Courtship
This investigation compared courtship patterns and early marital adjustment in a sample of 30 white middle class couples, slightly less than half of whom had lived together prior to marriage. Intensive interviews were conducted individually and conjointly with all couples at specified intervals prior to and following marriage. Interviews were content-coded and analyzed with respect to the identification and description of emergent styles of early adjustment for "traditional" and "nontraditional." Findings and implications relative to the degree of role transition and conflict experienced by the groups was discussed. (Author)

ED 143 979

Blumenfeld, Phyllis C. Kinghorn, Sandra N.

Role Perception and Use of Persuasion Strategies by Children.

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior, Behavioral Science Research, *Children, Communication (Thought Transfer), Motivation, Parent Child Relationship, Peer Relationship, *Persuasive Discourse, *Role Perception, Social Development, Student Teacher Relationship, *Verbal Communication

To assess the relation between role perception and persuasion tactics, 58 first and third graders were asked to describe: (a) their mother, teacher and friend; (b) how they would persuade each of these individuals in different situations; and (c) how these others would persuade them. Results suggest that children are able to differentiate among these roles, specify persuasion strategies that vary by target and indicate tactics others would use on them; they are not able to coordinate their knowledge of the motives of individuals in these roles to use as issues in persuading. Classroom and playground observation indicated moderate correspondence between verbal responses and behavior. (Author)

ED 143 980

Stuart, Richard B. And Others

Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—122p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth St., N.W., Washington, D.C. (HC \$8.00, MF \$4.00, order number JSAS MS. 1361, prepayment required)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, *Drug Abuse, Drug Addiction, *Environmental Influences, High School Students, *Marijuana, *Narcotics, Questionnaires, Social Behavior, Social Science Research

In Ann Arbor, Michigan, penalties for the possession of small amounts of marijuana were changed three times in four years. This provided an opportunity to assess the relationship between changes in the legal status of marijuana and the use of marijuana and five other classes of drugs. Data were collected by anonymous self-report questionnaires completed by 3,940 high school students in Ann Arbor and in three neighboring communities over the four-year period. Changes in the legal status of marijuana appeared to have

CG 011 785

little impact upon its use by high school students. Also, during the time that the possession of marijuana was decriminalized, use of the so-called "hard" drugs remained stable. Analysis of the combinations of drugs used casts doubt upon the "escalation" theory of cumulative drug use. Students' decisions to use drugs were shown to be influenced by many factors, including their information about drugs, their attitudes toward drugs in society, their past experiences with drugs, and their perception of their friends' use of drugs. Finally it was found that students' attitudes toward decriminalization of the possession of drugs were highly selective. (Author)

ED 143 981

O'Neil, James M. Tracey, Terence

Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—18p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1451, prepayment required)

Document Not Available from EDRS.

Descriptors—Agencies, *Career Planning, Counselors, Employment Opportunities, Guides, *Information Sources, Job Applicants, *Occupational Information, Psychologists, *Resource Materials, *Vocational Counseling

The value and need for career information and materials have increased due to a greater emphasis on career education in schools, a restrictive job market, and a greater demand by individuals seeking jobs and planning their careers. With budget decreases continuing, counselors and counseling psychologists struggle to find inexpensive but useful resources to use with their clients. One untapped source of career materials is free career information from national associations and government agencies. This paper lists over 700 reliable sources of free career information that have been identified by the Career Resource Center in the University Counseling Center at the University of Kansas. The listing differs from others in that the sources have been evaluated according to National Vocational Guidance Association guidelines and have proven to yield reliable, quality information. (Author)

ED 143 982

Drauden, Gail M.

Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—119p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$12.00, MF \$4.00, order number JSAS MS. 1447, prepayment required)

Document Not Available from EDRS.

Descriptors—Cluster Analysis, *Data Collection, *Entry Workers, Factor Analysis, *Job Analysis, *Occupational Clusters, Personnel Directors, *Professional Personnel, Questionnaires, Social Workers, Statistical Studies, *Task Performance

A job analysis survey was done on 39 entry-level professional classes (e.g. personnel officer, social worker, rehabilitation counselor, research analyst, accountant, computer programmer) to discover statistical factors on which the classes could be scored and to cluster the classes on the basis of these factor scores. A job analysis questionnaire was designed based on a literature review and a set of in-house job analyses; 738 incumbents completed these questionnaires. General recommendations for use of the study's results in selection and validation are made. In a reanalysis of the data, the task data were reclustered based on the percentage of time a class spent on a set of factor tasks. The author contends that percentages are a better metric for reflecting the existing relationships among the data than are standard scores and that clustering based on percentage of time is superior to that based on factor scores. A section entitled "Detailed Description of Individual Classes" gives an example of the six-page computerized report

that was printed for each of the 39 classes included in the study. (Author)

ED 143 983 CG 011 827

Gonsiorek, John C.

Psychological Adjustment and Homosexuality.
American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—49p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1478, prepayment required)

Document Not Available from EDRS.

Descriptors—*Emotional Adjustment, *Homosexuality, Literature Reviews, Models, Psychiatry, *Psychological Characteristics, *Psychometrics, *Research Methodology, Sampling, *Social Behavior

In this paper, the diverse literature bearing on the topic of homosexuality and psychological adjustment is critically reviewed and synthesized. The first chapter discusses the most crucial methodological issue in this area, the problem of sampling. The kinds of samples used to date are critically examined, and some suggestions for improved sampling are offered. The literature is then reviewed under the rubric of four somewhat arbitrary models. The second chapter reviews the cross-species, cross-cultural, demographic, biochemical, and roughly "biological" literature, under the term taxonomic model. The third chapter, on the psychoanalytic model, examines the theoretical and empirical contributions of psychoanalytic thought on psychological adjustment and homosexuality including a detailed critical analysis of the I. Beiber et al. study. The fourth and longest chapter, on the psychometric model, reviews the psychological test literature in considerable detail. The fifth chapter, on the sociological model, reviews the theoretical concepts, empirical data, and ethnographic research that a roughly "sociological" frame of reference has contributed. Each chapter on one of the models contains its own summary. A final chapter attempts to synthesize some of the literature across all the models and discusses a few of the important theoretical issues that arose in the course of this review. (Author)

ED 143 984 CG 011 828

Gael, Sidney

Development of Job Task Inventories and Their Use in Job Analysis Research.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—14p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1445, prepayment required)

Document Not Available from EDRS.

Descriptors—Clerical Workers, Engineering, Follow-up Studies, Interviews, *Job Analysis, *Job Development, Questionnaires, *Research, Sales Workers, *Task Analysis, *Test Construction, *Work Simplification

An approach to developing job task inventory questionnaires by interviewing supervisors or job incumbents is described. An initial interview provides the bulk of the information from which task statements will be extracted. A verification interview is conducted with a different interviewee to check and modify information obtained in the initial interview and to uncover aspects of the work that may have been overlooked previously. A follow-up interview is conducted with the previous interviewees to review and modify a draft of the job inventory questionnaire. Applications of job task inventory questionnaires in studies of engineering, sales, and clerical jobs are described, and summaries of study results are presented. (Author)

ED 143 985 CG 011 829

Henson, Ramon Camp, Richard

Participative Decision Making: An Annotated Bibliography.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—97p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$10.00, MF \$2.00, order number JSAS MS. 1442, prepayment required)

Document Not Available from EDRS.

Descriptors—Administrative Principles, Annotated Bibliographies, Change Strategies, *Decision Making, *Employee Attitudes, Management Systems, *Organizational Climate, *Performance Factors, *Problem Solving, *Supervision

An annotated bibliography of 40 articles on participative decision making (PDM) published from 1968 through 1975 is presented. The following categories were used in summarizing each article: description, sample, type of study, variables, PDM variables, results and discussion. An introduction to the bibliography discusses some issues related to implementation of PDM, such as its apparent inefficiency, the importance of supervisory skills, and the role of organizational constraints and expectations. Other issues raised from an examination of the annotated articles include the following: (a) PDM is not uniformly defined in the research; (b) the interaction between problem type and PDM is not clear; (c) the mechanisms by which PDM affects organizational outcomes are still unclear; (d) little evidence exists that individual differences are strongly related to PDM; and (e) when PDM is viewed as an organizational change technique, improved attitudes and performance will not inevitably result. (Author)

ED 143 986 CG 011 830

Holmes, Douglas S.

Leadership and Women in Organizations.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—58p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1399, prepayment required)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Females, *Interpersonal Competence, Leadership Responsibility, *Leadership Training, *Military Personnel, Officer Personnel, *Organizations (Groups), Problem Solving, *Sex Role, Skill Development, Social Factors, Social Science Research

This report is intended for use by the Women's Army Corps (WAC) officers and officer candidates who are taking their first course in leadership. It is divided into four major parts. Following the introduction in Chapter 1, Chapter 2 considers the topic of women. The importance of societal traditions is emphasized because of their relationship to ideas about male superiority and facts about child development. Attention is given both to what women are really like and to what most people think women are like. Chapter 3 is devoted entirely to ideas about leadership. Special aspects about leadership of women by women are considered in Chapter 4. The scientifically established facts about women presented in Chapter 2 and the ideas about leadership discussed in Chapter 3 are combined. To provide evidence for the point of view developed, extensive quotations are drawn from official WAC publications that document WAC leadership experiences in World War II. Chapter 5 extends the perspective to leadership of men by women and of women by men. Problems encountered by women leaders are considered, and an approach to solving these problems is suggested. (Author)

ED 143 987 CG 011 831

Shorkey, Clayton T. Williams, Harry

Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—113p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$12.00, MF \$4.00, order number JSAS MS. 1432, prepayment required)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Behavior Patterns, Behavior Problems, *Behavior Rating

Scales, *Electromechanical Aids, *Measurement Instruments, *Methods, *Personality Assessment, Psychometrics, *Situational Tests, Social Behavior

This annotated bibliography cites 223 articles related to behavioral assessment reported in 18 professional journals between January 1960 and Spring 1976. A summary and a reference grouping of the articles are included to allow for identification of articles related to (1) electromechanical devices used in identification, measurement, and storage of behavioral data; (2) inventories and rating systems for measuring and evaluating behavior as behavioral correlates; and (3) techniques and procedures related to assessment of behaviors in specific problem areas. (Author)

ED 143 988 CG 011 832

Greenwood, Gordon E. And Others

Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—16p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1429, prepayment required)

Document Not Available from EDRS.

Descriptors—Adult Learning, *Behavior Change, Education, *Home Programs, *Life Style, *Paraprofessional School Personnel, Parental Background, *Parent Attitudes, Parent Child Relationship, *Self Concept, Social Science Research

Identifiers—*Project Follow Through

The purpose of this study was to assess self-concept, teaching behavior, and life-style changes in parents employed as paid paraprofessionals in the University of Florida Follow-Through Program during 1971-1972. Results indicate that such parents made statistically significant gains on the feelings-of-competence factor of the How I See Myself self-concept instrument. Their teaching behaviors (systematically observed from videotapes) changed toward significantly more praising and accepting and asking more open-ended questions and toward significantly less lecturing and directing. Life-style changes reported (by means of two questionnaires) were (a) increases in the amount of education completed, (b) changes in housing conditions, (c) increases in the use of "school-type" English, and (d) changes in attitude toward understanding and managing children. (Author)

ED 143 989 CG 011 833

Richards, C. Steven

Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography.

American Psychological Association, Washington,
D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—32p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1428, prepayment required)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Behavior Change, Bibliographies, Data Collection, Definitions, *Habit Formation, Literature Reviews, *Methods, *Observation, *Self Evaluation, *Therapy

An overview of self-monitoring and an extensive bibliography on the topic is presented. Self-monitoring involves systematic self-observation followed by self-recording. There is substantial evidence that self-monitoring has utility as an assessment procedure and as a behavior modification technique. Self-monitoring also has several assets in terms of therapeutic practicality: It is easy to learn and use, it can be utilized by many different clients with diverse problems and in numerous environments, and it is not dependent on extensive therapist contact or time. The overview deals with self-monitoring both as a form of behavioral assessment and as a form of behavior modification (or behavioral self-control). Definitions, good research and treatment examples, current trends and issues, and a summary of the bibliography, lists of key references are given in each section of the overview. (Author)

38 Document Resumes

ED 143 990 CG 011 834

Torigoe, Rod

Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—303p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$28.00, MF \$8.00, order number JSAS MS. 1434, prepayment required)

Document Not Available from EDRS.

Descriptors—*Adult Learning, *Affective Behavior, *Behavior Change, Child Development, *Cognitive Development, *Mothers, *Parent Attitudes, Parent School Relationship, Research Projects, Role Models

Thirty mothers of Title I children (5-11) were matched for marital status, sex of children, ethnic background, age, and level of formal education. They were randomly assigned to a waiting-list control group, a parent treatment group, and a parent-and-significant-others treatment group. The dependent measures were the following: (a) "the way I feel about myself," (b) parent-child relations, (c) child-parent relations, (d) Parental Attitudes Test, (e) Miskimins Self-Goal-Other Discrepancy Scale, (f) "behaviors you like," (g) "behaviors you dislike," (h) parent evaluation of the program, (i) Metropolitan Achievement (Readiness) Test, and (j) school grades. Data were collected from four people: the mother, the targeted child, a sibling, and the teacher. Both treatments were significantly effective and equally effective in producing and maintaining positive gains in the targeted behaviors. Both treatments were significantly more effective than the control condition in producing positive generalization effects across behaviors, across settings, across time, across response systems, and across persons. Although there were no consistent and robust differential effects among the two treatments, the generalization effects were particularly striking since such effects have been characterized as exceptions rather than the rule. (Author)

ED 143 991 CG 011 835

Prescott, Suzanne Schmid, Margaret

Oracle or Monocle: Research Concerning Attitudes Toward Feminism.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date [76]

Note—16p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth St., N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1423, prepayment required)

Document Not Available from EDRS.

Descriptors—Females, *Feminism, Literature Reviews, *Measurement Techniques, Methods, *Research Methodology, Sampling, *Sex Role, *Social Attitudes, Social Science Research, *Women Studies

Both popular studies and more serious empirical studies of attitudes toward feminism are reviewed beginning with Clifford Kirkpatrick's early empirical work and including the more recent empirical studies completed since 1970. The review examines the contents of items used to measure feminism, and the methodology and sampling used in studies, as well as the comparability of the studies' findings. Suggestions are offered for improvements in future research, including the need for sampling more representative of the range of experiences that relate to women's issues and studies designed to resolve current inconsistencies in findings. (Author)

ED 143 992 CG 011 896

Arbeiter, Solomon And Others

Career Transitions: The Demand for Counseling. Volume 2.

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date Dec 76

Contract—400-76-0002

Note—93p.; For related document see CG 011 897

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Counseling, *Career Change, Career Choice, *Career Planning, Counseling Services, Employment Opportunities, *Job Search Methods, *Occupational Guidance, Surveys, *Telephone Communication Systems, Vocational Counseling, Working Women

This is the report of a follow-up study of 400 randomly selected former clients of the Career Education Project (CEP). CEP was an innovative program, funded by NIE, which offered telephone counseling to home-based adults in Providence, Rhode Island. CEP attracted and served clients who were predominantly female, white, and 20-34 years old. They were most likely to be married with one or two children at home, with incomes of \$5000-15,000, of varied educational attainment. The few males using the service were single, under 30, with incomes of less than \$10,000 a year. CEP clients were overwhelmingly satisfied with the service they received, with their counselors, and with the telephone as a medium of communication. They felt the Project had helped them accomplish their goals, improve their situations, and develop more self-confidence. The type of counseling considered most valuable was in the area of self-evaluation, goal setting, and career decision making. About half the clients indicated they would be willing to pay for the services they had received, but only a few would agree to pay more than \$25. (PFS)

ED 143 993 CG 011 897

Arbeiter, Solomon And Others

Career Transitions: The Demand for Counseling. Volume 1.

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 76

Contract—400-76-0002

Note—73p.; For related document see CG 011 896

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adult Counseling, Career Change, *Career Choice, *Career Opportunities, *Career Planning, Counseling Services, Employment Opportunities, *Job Search Methods, *Occupational Guidance, Surveys, Vocational Counseling, Working Women

This is a report of a survey of the career guidance and counseling needs of 401 representative in-transition adults in the United States. None were full-time students, and all were either undergoing or anticipating job or career changes. The survey determined that 36% of the American population between the ages of 16 and 65 is in a career transition status, and these adults are predominantly female, white, between 20 and 39 years of age, and married with one to three children living at home. Adults in transition want career services of all types, but are most interested in specific information on jobs, careers, or educational opportunities. Of all adults, the least educated express the greatest interest in services and are willing to pay for them. The adults were asked to indicate their degree of interest in various types of services: information, counseling, guidance and training. Generally speaking, when given the choice as to what kind of help they wanted with a particular topic, adults preferred information to the other three services. (PFS)

ED 143 994 CG 011 898

Nolan, Edwin J.

Expectations of Beginning Counselors.

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, *Counseling Goals, Counselor Educators, *Counselor Training, *Expectation, Masters Degrees, *Program Evaluation, *Student Attitudes, Surveys

In an attempt to determine the academic expectations of beginning Master's level students in a Counselor Education program, a 50-item questionnaire was administered to 38 of those students. Additionally, the entire faculty of this department was surveyed using the same instrument to determine how closely their views matched those of the students. Results indicate

that students and faculty agreed on about 75% of the items. Possible reasons accounting for the disagreements were discussed and the recommendation made that the faculty clearly articulate the philosophy, goals, and educational experiences as they currently exist in an effort to ensure mutual understanding and satisfaction. (Author)

ED 143 995 CG 011 899

Maddex, Barbara E.

Love and Involvement in Romantic Relationships.

Pub Date [76]

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (May 5-7, 1977, Chicago, Illinois)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Science Research, Critical Path Method, *Dating (Social), *Interaction Process Analysis, *Interpersonal Relationship, Models, Psychological Studies, *Sex Differences, *Social Relations

This study investigates the effects of predictability, perceived similarity, trust and love on each other and involvement in romantic relationships by developing and testing (by path analysis) two models. One model incorporated involvement in romantic relationships as a dependent variable; the second model incorporated involvement as an independent variable. Survey results from 87 dating couples indicate that love and involvement in romantic relationships are products of complex interrelationships among factors which differ by sex. Men trust predictable women, love trust-worthy women, and maintain relationships with women they love and can predict. Women trust men perceived to be similar, love men they trust and can predict, and primarily remain involved with men they can predict. This process is cyclical: involvement influences predictability and, for women, influences perceptions of similarity. Since similarity and predictability in turn influence involvement directly and indirectly, a recycling process results. These sex differences are best explained by the differential status of the sexes in contemporary society. (Author)

CS

ED 143 996 CS 002 673

Breneman, Beth

The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders.

Pub Date Apr 77

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Linguistic Competence, *Performance Factors, *Reading Comprehension, *Reading Processes, *Reading Research

The relationship between linguistic awareness (assessed by the Surface Structure Utilization Test and Word Usage Recovery Test) and reading comprehension (assessed by a fifth-word deletion cloze test and by the Metropolitan Reading Subtest Form F, 1970) was examined among 153 fourth graders, 174 sixth graders, and 132 eighth graders. The correlations between the composite linguistic test and reading tests ranged from .66 to .74. The findings suggest that a fundamental aspect of reading comprehension is the ability to apprehend cues from the function words, inflectional endings, and word order of written English. (Author)

ED 143 997 CS 003 408

Parker, Ronald K. And Others

A Multisite Evaluation of Reading Is Fundamental: Technical Report.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Report No.—CASE-16-75

Pub Date Jul 75

Note—157p.; For related document, see CS 003 657

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Community Involvement, *Disadvantaged Youth, Elementary Education, *Measurement Techniques, *Program Evaluation,

Reading Interests, *Reading Research, *Recreational Reading, *Student Attitudes, Student Motivation

Identifiers—*Reading Is Fundamental

Reading Is Fundamental (RIF) is a national program that seeks to motivate children to read. Implemented by local sponsors and aimed at disadvantaged groups, it offers participating children a wide selection of attractive paperback books about interesting people, places, and events. The multisite evaluation discussed in this technical report studied children, their parents, their teachers, and the RIF delivery agents in six cities in different parts of the nation. The evaluation focused on both the outcomes of the program and its operating processes. Matched samples of fifth graders and second graders, half of whom were attending RIF programs and half were not, were interviewed and tested in the study. Instrument development, analysis, and results are discussed in detail in this report. Copies of the instruments used, instructions to the interviewer, and the process evaluation are included as appendices. The evaluation, which found that RIF students exhibited more positive feelings about being in the presence of books, was generally favorable to the RIF program. (AA)

ED 143 998 CS 003 526

Bolz, Charles R. Ackerman, Jerrold

The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—NE-G-00-3-0126

Note—124p.; See related document ED126441; Appendix C may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Associative Learning, Kindergarten Children, *Learning Processes, Letters (Alphabet), Mediation Theory, *Phoneme Grapheme Correspondence, Primary Education, Psycholinguistics, *Reading Processes, *Reading Research, *Visual Learning

The role of visual imagery in the learning of letter-sound combinations was investigated using such mediating images as two scoops of ice cream for the letter "m." In a preliminary study, high-, medium-, and low-strength mediating images were determined for each letter-sound combination. The 216 kindergarten subjects in the main study were assigned to one of eight treatment conditions that differed in the mediators included in the 37-second films used for instruction. Each child was tested for recall of letter-sound correspondences before the experiment, immediately after the experiment, 24 hours later, and two weeks after the experiment. Results indicated significant learning gains favoring a three-mediator condition over all others tested; two-mediator conditions performed at virtually the same level of facilitation as one-mediator conditions. It seems that both mediator strength and number are important, provided that both are sufficiently high, but precise criteria under which both may be expected to facilitate learning are not yet at hand. (Author/AA)

ED 143 999 CS 003 599

Angelotti, Michael

Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning.

Pub Date Mar 77

Note—20p.; Paper presented at the Annual Meeting of the Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Concept Teaching, Continuous Learning, *Course Descriptions, *English Education, Higher Education, *Language Arts, *Psycholinguistics, *Reading Instruction, Reading Processes, *Teacher Education Curriculum

This paper describes a college course that relates psycholinguistics to language-arts instruction. The course structure is designed to achieve several objectives for the student: understanding of reading as a psycholinguistic process that interacts with listening, writing, and speaking processes; awareness and understanding of the many aspects of language study; ability to draw practical applications for teaching, from a study

of reading and other linguistic processes; and ability to use teacher reference materials in the language arts, particularly in reading. Involvement in group projects is emphasized as a means of developing independent learning habits, enabling students to become continuing self-educators as well as classroom teachers. (RL)

ED 144 000 CS 003 624

Mack, Faite Royjier-Poncefont

Reading Skills and Activities for the Adult.

Grand Valley State Colleges, Allendale, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—296p.; Sample forms removed due to copyright restrictions; composed by Community Reading Academy, National Right to Read Effort; Best copy available

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Adult Basic Education, Adult Reading Programs, Basic Skills, *Daily Living Skills, *Functional Reading, Handwriting Skills, *Instructional Materials, *Learning Activities, Letters (Correspondence), Reading Instruction, Reading Materials, *Reading Skills, Visual Discrimination

This book contains more than 200 one-page exercises designed to give adults practice in basic reading and handwriting skills. The exercises are arranged according to the areas with which they deal: visual discrimination; letter recognition; manuscript practice and sequence; script practice; numeral writing; initial consonants; final consonants; phonics definitions and rules; short vowels; long vowels; "y" as a vowel; regular double vowels; diphthongs and irregular double vowels; the sound of "s" as "z"; the sounds of "g," "k," and "c"; "r"—controlled vowels; blends; digraphs; silent consonants; and syllables. Other exercises provide practice for learning about days and months; punctuating the names of streets, cities, and states; dictionary skills; writing personal and business letters; reading recipes; reading instructions for home repair, home appliances, and automobiles; using general reference books and encyclopedias; and understanding traffic signs. (GW)

ED 144 001 CS 003 626

Foran, James V.

The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.

Pub Date 7 Apr 77

Note—62p.; Introductory Practicum for Ed.D., Nova University; Several pages in Appendix F may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Basic Skills, *Functional Reading, Parent Participation, Practicums, Principals, *Program Development, *Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Senior High Schools, Student Attitudes, Teacher Attitudes

Identifiers—Maryland (Prince Georges County)

This practicum report describes the planning and implementation of a program to improve scores on the Basic Skills Reading Mastery Test at a senior high school that has been experiencing a decline in standardized test scores in recent years. A variety of strategies were used by the principal to make the improvement of reading skills a total staff effort; efforts were also made to improve both student and teacher attitudes toward the testing of such reading skills. Appendixes include items from a workbook on functional reading, tips to help parents improve their child's reading, and charts describing the wide disparity of reading scores in Prince Georges County, Maryland. (Author/AA)

ED 144 002 CS 003 637

Ratekin, Ned

The Effect of Oratographic Instruction on the Reading Achievement of Disabled Learners. Final Report.

Prentice-Hall Developmental Learning Centers, Inc., West Orange, N.J.

Pub Date 1 Jul 77

Note—31p.; Report prepared for Prentice Hall Developmental Learning Center, Inc.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attention Control, Elementary Education, *Program Evaluation, *Reading Achievement, *Reading Difficulty, *Reading Improvement, Reading Instruction, *Reading

Research, *Remedial Reading Programs, Retention, Word Recognition

Identifiers—*Oratographic Reading Instruction

The effectiveness of Oratographic reading instruction was investigated with a sample of 89 disabled readers in second to fifth grade from five cities; children in each city were randomly assigned to experimental or control groups. All children in the experimental group received reading instruction using the materials and procedures of the Oratographic Reading Program. The '60 lessons in this program help learning-disabled children develop systematic word-identification strategies, such as blending and manipulating spelling-pattern elements, and help provide for learning needs in the areas of attention and retention. Experimental and control groups were pretested and posttested on the Gates McKillop and Gates MacGinitie Reading Tests. On all six subtests, the Oratographic group scored significantly higher than did the control group. (Tables of findings are included.) (AA)

ED 144 003 CS 003 640

Mallett, Jerry J.

101 Make-and-Play Reading Games for the Intermediate Grades.

Center for Applied Research in Education, Inc., New York, N.Y.

Pub Date 76

Note—287p.

Available from—The Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, New York 10017 (\$12.95 paper)

Document Not Available from EDRS.

Descriptors—Content Reading, Context Clues, Critical Reading, *Instructional Materials, Intermediate Grades, Junior High Schools, Manuals, Phonetic Analysis, Reading Comprehension, *Reading Games, *Reading Instruction, *Reading Skills, Reference Materials, Structural Analysis, Word Lists, Word Study Skills

This publication provides games for teachers to make and to use with students in grades four through eight, for the purpose of teaching specific reading skills. The games are organized according to several developmental reading skills: sight word knowledge, phonetic analysis, structural analysis, context-clue use, literal comprehension, interpretive comprehension, critical reading, reading in the content areas, and dictionary or glossary use. Within each section, skills activities progress from easiest to most difficult. For each game, the approximate grade level is given, as well as the materials needed, instructions for making the game, and directions for playing the game. An appendix provides lists of antonyms, homonyms, compound words, and contractions. (GW)

ED 144 004 CS 003 641

Wijk, Axel

Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries.

Pub Date 77

Note—112p.

Available from—Almqvist & Wiksell International, Gamla Brogratan 26, P.O. Box 62-S, 10120 Stockholm, Sweden (Swedish Kronor 52.25 paper)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Language Development, Phonemic Alphabets, Reading Development, Reading Improvement, *Reading Instruction, *Reading Programs, *Spelling Instruction

Identifiers—*Regularized English

This book presents a transitional spelling system, called "Regularized English," which the author proposes as an improved method of reading instruction in English-speaking countries. The system is a phonetic reading approach that eliminates the irregular spellings found in a large number of the most commonly used words in the English language. Chapters of the book develop a method of reading instruction based on Regularized English and compare this reading scheme to other schemes now in use. There is also a discussion of the Bullock Report on the Enquiry into Reading and the Use of English and a copy of a letter from the author to the Bullock Committee. (RL)

ED 144 005 CS 003 645

Mordecia, James F. And Others

Precision Teaching in the Elementary Classroom.

Pub Date May 77

Note—37p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Behavior Rating Scales, *Charts, Educational Planning, Elementary Education, Evaluation Methods, Individual Instruction, *Inservic Teacher Education, Measurement Techniques, *Precision Teaching, Reading Improvement, *Reading Instruction, *Teaching Methods

Precision teaching is a way of maintaining accountability in a classroom, through letting children work on individually prescribed objectives without losing track of each child's needs and rate of progress. This goal is accomplished through taking a timed test of each student's performance daily, and recording the scores on logarithmic charts. The materials in this publication were developed for an inservice teachers' workshop designed to provide skill training in precision teaching. The main section provides step-by-step instructions for charting children's progress in reading on a logarithmic "Daily Behavior Chart." The following section shows how to use information gathered on the charts in making instructional decisions for each student. The publication also includes a rationale for precision teaching, a brief history of the techniques used, a five-item bibliography, a list of resource people, and an illustrated glossary of terms. (GW)

ED 144 006

CS 003 646

Panek, Paul E. And Others

Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the Ohio Academy of Science (86th, Columbus, Ohio, April 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Educational Research, Higher Education, Professional Occupations, *Psychological Studies, *Readability, Research Methodology, *Research Problems, *Sex Discrimination

Identifiers—*Goldberg (P A)

Six articles used in previous research (P. A. Goldberg, 1968) on perceived professional competence of women were compared on three different indices of readability. Results indicated that the articles differ in reading ease, writing style, and grade level. This lack of equivalence is posed as a possible explanation of conflicting results that have been reported in previous studies using the articles. (AA)

ED 144 007

CS 003 647

Gillum, Ronald M. And Others

The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.

Pub Date 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, *Parent Participation, Performance Based Education, *Performance Contracts, *Program Evaluation, *Reading Achievement, *Reading Research

Identifiers—Michigan

Reading achievement of students in second to sixth grade in three school districts participating in a performance-contracting program was tested, using the Stanford Achievement Test and the Metropolitan Achievement Test, at the beginning and the end of the school year. The performance contract for each of the districts included a parental-involvement component. Analysis of results indicated that students in the programs achieved at a significantly higher rate than was expected on the basis of national norms. There were also differences in the reading achievement scores of the three districts. For those districts where parental involvement was pro forma and consisted of either filling out a questionnaire or attending large group meetings, the achievement of the pupils was similar but was less than the achievement in the district where parents participated in deciding what was taught and had responsibility for working with the teachers and children. (AA)

ED 144 008

CS 003 648

Karlin, Robert

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.

Pub Date 77

Note—337p.

Available from—The Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206 (\$9.95 cloth)

Document Not Available from EDRS.

Descriptors—*Content Reading, *Diagnostic Teaching, Individualized Reading, Instructional Materials, Program Development, Reading Comprehension, Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Tests, Secondary Education, Senior High Schools, *Teaching Techniques

Designed for prospective and practicing secondary school teachers, this volume examines several aspects of reading in the content areas: the general reading problem in high schools, the development of programs for reading in specific subject areas, the psychology of reading instruction in the content areas, the improvement of diagnostic teaching, and the guidance of reading in science, social studies, English, physical and health education, and industrial education. Chapters provide suggestions for improving word-identification skills, improving comprehension, encouraging reading for appreciation and enjoyment, individualizing reading instruction, and overcoming reading difficulties. Appendixes include a bibliography and lists of reading tests and materials for teaching reading. An index of names cited and a subject index complete the volume. (KS)

ED 144 009

CS 003 650

Roettger, Doris

Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.

Heartland Education Agency, Ankeny, Iowa.

Pub Date Sep 77

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Diagnostic Teaching, Individualized Instruction, Intermediate Grades, *Reading Achievement, *Reading Interests, *Reading Research, *Student Attitudes

One year after they had participated in the validation of the Estes Reading Attitude Scale, 75 fourth, fifth, and sixth graders were asked to respond to and comment on the questions in an interview situation. Thirty-six of these students had scored low on the attitude inventory but high on the Iowa Test of Basic Skills; 39 had scored high on the attitude inventory but low on the Iowa Test. Responses to the nine items that yielded the most information were analyzed. Responses from both groups of students could be grouped into identical categories, with high inter-rater reliability. The students in the low-attitude/high-performance group had more specialized interests and viewed reading as a necessity for learning and as an avenue for gaining new information. More students in the high-attitude/low-performance group viewed reading pragmatically, as a necessity in everyday life situations, such as reading signs and directions. Overall, the results were interpreted as indicating that such interviews can give valuable insights into children's attitudes toward reading, which can help teachers plan effective reading programs for their students. (AA)

ED 144 010

CS 003 652

Greenfeld, Howard

Books: From Writer to Reader.

Pub Date 76

Note—206p.

Available from—Crown Publishers, Inc., Distribution Center, 34 Engelhard Avenue, Avenel, New Jersey 07001 (\$8.95 cloth)

Document Not Available from EDRS.

Descriptors—*Books, Communication (Thought Transfer), *Editing, Graphic Arts, Illustrations, *Layout (Publications), *Printing, *Publishing Industry

This book describes the various stages of book publishing and the people responsible for those stages. Its seventeen chapters discuss the following topics: the writer, the literary agent, the publishing house, the decision to publish, the editor, the illustrator, the copy editor, the designer, the jacket designer, the production supervisor,

the compositor, the proofreader and the indexer, the printer, the color printer, the binder, from the warehouse to the bookstore, and from the bookstore to the reader. Numerous photographs and drawings are included, and a glossary follows the text. (RL)

ED 144 011

CS 003 653

Roswell, Florence G. Natchez, Gladys

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.

Pub Date 77

Note—300p.

Available from—Basic Books, Inc., Publishers, 10 E. 53 St., New York, New York 10022 (\$13.50 cloth)

Document Not Available from EDRS.

Descriptors—Case Studies, Elementary Secondary Education, Higher Education, Language Handicaps, *Learning Disabilities, Reading Comprehension, *Reading Diagnosis, *Reading Difficulty, Reading Failure, *Remedial Instruction, *Remedial Reading, *Remedial Reading Programs, Word Recognition, Word Study Skills

This book organizes the subject of reading disability under the following headings: basic considerations, diagnosis, and treatment. Chapters under the basic-considerations heading explore the causes and neurological and psychological bases of reading disability and psychotherapeutic principles in remedial reading instruction. Two chapters investigate the diagnosis of reading disability by teachers and by psychologists or learning specialists. Treatment of reading disability is discussed under the following chapter topics: methods of teaching word recognition to children; application of word-recognition techniques; basic comprehension, study skills, and vocabulary; high school and college students with marked comprehension and expressive writing difficulties; remedial techniques for older pupils with severe reading disability; and the bright high school student who is not achieving up to capacity. Twenty-seven individual and group case studies serve as illustrative examples of the textual material; and appendixes provide lists of representative tests, selected books by grade and age level, workbooks, games, word lists, and publishers' names and addresses. (RL)

ED 144 012

CS 003 654

Sparkman, Brandon Saul, Jane

Preparing Your Preschooler for Reading: A Book of Games.

Pub Date 77

Note—113p.

Available from—Schocken Books, Inc., 200 Madison Avenue, New York, New York 10016 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—Classroom Games, *Educational Games, *Learning Activities, *Parent Participation, Preschool Education, *Reading Development, *Reading Games, Reading Instruction, *Reading Readiness, Teaching Techniques

This book, intended for parents and teachers of preschoolers, provides suggestions to help children prepare to read. Chapters include investigations of the parents' role, of the right experiences to build reading readiness, and of learning through games. The major portion of the book is devoted to description of visual and listening games; for each activity, materials and procedures are detailed. Appendixes provide a book list, a list of records, and an alphabet. (KS)

ED 144 013

CS 003 656

Earle, Richard A., Ed.

Classroom Practice in Reading.

International Reading Association, Newark, Del.

Pub Date 77

Note—126p.; Best copy available

Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 482, \$3.00 member, \$4.00 non-member)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Affective Objectives, *Class Management, Cognitive Style, *Diagnostic Teaching, Educational Objectives, Elementary Secondary Education, *Evaluation, Informal Assessment, *Instructional Materials, *Reading Instruction, *Teaching Techniques

Each of the five sections in this book deals with one of the five major components in a diagnostic/prescriptive model of classroom reading instruction: instructional purpose, evaluation,

materials, methods, and classroom management. Articles in the "Instructional Purpose" section discuss the affective component of instruction and the relationship between cognitive style and reading. The "Evaluation" section includes articles on the reading teacher as diagnostician and on informal diagnosis. The "Materials" section suggests ways of using four types of instructional materials: word lists, process and reinforcement games, classroom publications, and literature that facilitates students' value development. The fourth section, "Methods," provides information on the natural cluster method, action-oriented strategies that emphasize rapid information processing, affective strategies at the secondary level, and language research by children. The final section, "Management," discusses a continuous progress management system, management systems in open classrooms, and learning stations in the reading class. Each section lists and unannotates additional sources for further information. (GW)

ED 144 014 CS 003 657

Parker, Ronald K. And Others

A Multisite Evaluation of Reading Is Fundamental: Summary Report.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency—Carnegie Corp. of New York, N.Y.

Report No—CASE-15-75

Pub Date Jul 75

Note—62p.; For related document, see CS 003 408; Some parts may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Community Involvement, *Disadvantaged Youth, Elementary Education, *Program Evaluation, Reading Interests, *Reading Research, *Recreational Reading, *Student Attitudes, Student Motivation

Identifiers—*Reading Is Fundamental

Reading Is Fundamental (RIF) is a national program that seeks to motivate children to read. Implemented by local sponsors and aimed at disadvantaged groups, it offers participating children a wide selection of attractive paperback books about interesting people, places, and events. The multisite evaluation summarized in this report studied children, their parents, their teachers, and the RIF delivery agents in six sites in different parts of the nation. The evaluation investigated both the outcomes and the process of project operations, though results related to process are not dealt with in detail in this report. Matched samples of fifth graders and second graders, half of whom were attending RIF programs and half were not, were interviewed and tested in the study. Among the generally favorable findings was the fact that RIF students exhibited more positive feelings about being in the presence of books, though RIF did not appear to be affecting children's more general views of school and of reading. (AA)

ED 144 015 CS 003 658

Sullivan, Joanna

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.

Pub Date May 77

Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abstract Reasoning, *Content Reading, *Critical Reading, Critical Thinking, Deductive Methods, Elementary Education, Grade 6, Grade 8, *Logical Thinking, *Reading Comprehension, Reading Instruction, *Reading Research, *Reading Skills

Identifiers—*Reading Strategies

This study compares the critical-reading strategies of 83 good and 72 poor sixth-grade readers and 96 good and 67 poor eighth-grade readers. After reading seven brief passages on social studies and science topics, the students responded to 42 statements that required either the ability to pull facts together and make conclusions based on unstated premises (conclusive type) or the ability to test the veracity and consistency of information in a passage (factual type). Data were analyzed according to the distribution and percentage of errors made. While one prestudy assumption was that poor readers would have more problems with conclusive-type statements, the

findings indicate that good and poor readers have similar difficulties in making judgments, not only at the factual level, but also at the conclusive level. Though the study tends to confirm the view that one cannot fractionalize the reading process into a series of skills, the conclusion suggests that teachers develop the following skills within a critical reading strategy: sifting out and simplifying information, comparing statements for consistency, emphasizing the use of qualifying terms, and matching conclusive statements with their supportive examples in the text. (RL)

ED 144 016 CS 003 659

Simpson, Audrey K.

Are First Grade Indian Children Ready to Read?

Pub Date May 77

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, *Beginning Reading, Grade 1, *Language Usage, Primary Education, *Reading Readiness, *Reading Research

Identifiers—*Oral Language

This study analyzes the quantity and quality of English used orally by 6-year-old Crow and Northern Cheyenne reservation Indian children. Interviews, conducted by American Indian teacher aides following a standardized interview guide, were recorded on cassette tapes. Random samples of the tapes were transcribed and analyzed for total utterances, types of utterances, responses to American Indian stimuli versus general-interest stimuli, and deviations from standard English. Findings were interpreted as indicating that the children lacked linguistic readiness for first-grade reading programs. Implications for instructional programs are considered. (Author/AA)

ED 144 017 CS 003 660

Crowell, Doris C. Au, Kathryn

The Development of Reading Comprehension in First Grade Children.

Pub Date Jul 76

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Reading, Cognitive Processes, Grade 1, Primary Education, *Problem Solving, *Reading Comprehension, Reading Processes, *Reading Research

Written responses to comprehension exercises related to basal reading materials were collected from 23 first graders and rated on a scale extending from no comprehension to application or extension of information beyond the story. Results indicated that most first graders in the group were able to answer detail questions but were unable to integrate and extend ideas from a story. Even the best students in the class only occasionally answered correctly at the more difficult levels. Results are interpreted as indicating that the development of reading comprehension cannot be separated from the development of more general thinking and problem-solving skills. (Author/AA)

ED 144 018 CS 003 667

Macdonald-Ross, Michael Smith, Eleanor

Graphics in Text: A Bibliography. Monograph No. 6.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date 77

Note—68p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adults, *Algorithms, Bibliographies, Communication (*Thought Transfer), *Diagrams, Educational Research, *Graphic Arts, Maps, *Printing, Reading Research, *Symbols (Mathematics), *Visual Perception

This bibliography lists books and articles discussing graphic aspects of human communication. References have been selected for their relevance to the design of self-instructional texts for the adult learner; for the most part, research on younger children, on non-text media, and on non-educational texts is not included. Items are organized into nine major headings, many of which have further subheadings: graphic communication, visual perception, visual instruction, quantitative data, diagrams, algorithms, typog-

raphy, cartography, and notations, codes, and symbols. A list of 32 titles which are "recommended reading" is also included. (AA)

ED 144 019 CS 003 668

Leffert, Beatrice G.

Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else.

Pub Date Aug 76

Note—23p.; Paper presented at the Annual Meeting of the World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Content, Educational Diagnosis, *English Instruction, *Individualized Instruction, *Literature Appreciation, Reading Skills, Secondary Education, Student Grouping, Student Interests, Student Needs, *Teaching Methods, *Teaching Models

Identifiers—*Macbeth

This paper describes a model for individualized instruction, in which instruction is seen as a flexible series of interactions between three factors: the student, the content, and the strategy for teaching. The model is based on the student's active involvement in the content and on the teacher's facilitation of student learning. The paper shows how consideration of the three factors—student, content, and strategy—may result in at least three different teaching modifications for each factor. Considerations of each student's degree of socialization and independence may be reflected in the ways in which students are grouped: they may work alone, in pairs or small groups, or in large groups. Content may be adapted according to the degree of abstraction possible for each student, according to students' perceptual strengths and weaknesses, and according to students' interests and experiences. Strategy may take the form of personal contracts between teacher and student, use of media, or use of lectures. The paper presents the background of the model, shows how to diagnose a student's knowledge before beginning a new subject, and indicates how the model may be applied to the teaching of "Macbeth." Five worksheets to facilitate the study of "Macbeth" are appended. (GW)

ED 144 020 CS 003 669

Woods, William A.

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—400-76-0116

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Artificial Intelligence, Artificial Speech, *Cognitive Processes, *Models, Readability, *Reading Processes, *Reading Research

Identifiers—Center for the Study of Reading (Illinois), *Inference

This paper is concerned with the process of human reading as a high-level perceptual task. Drawing on insights from artificial-intelligence research—specifically, research in natural language processing and continuous speech understanding—the paper attempts to present a fairly concrete picture of the kinds of hypothesis formation and inference processes that must take place during the reading process. It makes the case that many more alternative hypotheses are formed and evaluated than one might expect and that the majority of such processing happens below the level of conscious introspection. Two text passages of different levels of difficulty are considered in detail, and the applicability of such artificial-intelligence insights to the modeling of human reading are discussed. (Author)

ED 144 021 CS 003 670

Restle, Frank, Ed. And Others

Cognitive Theory. Volume 1.

Pub Date 75

Note—289p.; For related document see CS003671; Based on papers presented at the 1974 Indiana Cognitive/Mathematical Psychology Conference

Available from—Halsted Press, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$16.50 cloth)

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, *Cognitive Processes, *Comprehension, Decision Making, *Literature Reviews, *Memory, Perception, *Prose, *Psychological Studies, Recall (Psychological), Retention, Semantics, *Speech
The 13 chapters in this book are based on papers presented at the 1974 Indiana Cognitive/Mathematical Psychology Conference, at which contributors were asked to emphasize the relatively broad theoretical significance of their work, to incorporate the work of others, and to speculate about future developments. Topics covered include the nature and function of phonetic categories; selective adaptation to speech; a normative model for redundancy gains in speech; dichotic listening and processing phonetic features; expectancy and judgment; the mind, the model, and the task in studying judgment; Bayes's theorem and theory of judgment and inference; the ordered output of a central processor in short-term storage; a process view of short-term retention; the basis for a memory system in short-term store; integration and inference in children's comprehension and memory; bringing order to cognitive structures; and answering questions from cognitive structures. (AA)

ED 144 022 CS 003 671

Castellan, N. John, Jr., Ed. And Others
Cognitive Theory, Volume 2.

Pub Date 9 Jun 77

Note—327p.; For related document see CS003670; Based on papers presented at the 1974 Indiana Cognitive/Mathematical Psychology Conference

Available from—Halsted Press, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$19.95 cloth)

Document Not Available from EDRS.

Descriptors—Child Development, *Cognitive Development, Cognitive Processes, *Decision Making, *Problem Solving, *Psychological Studies, *Reading Processes, Recall (Psychological), Theories, *Word Recognition

The conference papers in this collection emphasize the theoretical significance of their authors' work in the areas of mathematical and cognitive psychology. Major topics considered include facilitation of problem solving; psychological differences among problem isomorphs; the process of understanding in problem solving; processing information for decisions; decision making with multiple probabilistic cues; behavioral richness of cascaded inference models; the speech of mothers to young children; young children's reasoning about small numbers; retrieval in the development of learning; the processes that take place in one second of reading; and the word identification process in reading. (AA)

ED 144 023 CS 003 672

Guthrie, John T., Ed.
Cognition, Curriculum, and Comprehension.

Pub Date 77

Note—312p.; See related document CS 003 723; A number of figures may not reproduce well due to small type

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 520, \$6.00 member, \$8.50 non-member)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—Child Language, *Cognitive Processes, Curriculum Design, Decoding (Reading), Elementary Secondary Education, Language Research, *Psycholinguistics, *Reading Comprehension, *Reading Instruction, *Reading Programs, *Reading Research, Semantics, Syntax

The papers in this volume were initially presented at a seminar on the development of reading comprehension, which explored basic research and the teaching of reading comprehension. Researchers in cognitive psychology and psycholinguistics and experts in curriculum design in reading gave presentations and reacted to one another's ideas. Each researcher commented on the paper of one curriculum designer and vice versa. Specific topics discussed include developmental parameters of reading comprehension; language comprehension and fast decoding; purpose in reading; syntax, semantics, and reading; the development of child language research; comprehension during the acquisition of decoding skills; an applied behavior analysis approach to

reading comprehension; design for developing comprehension skills; cognitive processes fundamental to reading instruction; exemplary reading programs; and reading comprehension processes and instruction. (AA)

ED 144 024 CS 003 674

Schickedanz, Judith, Ed. And Others
Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.

Boston Univ., Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 77

Grant—G007-605-403

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Beginning Reading, Preschool Education, *Reading Instruction, *Study Guides, *Teaching Techniques

This curriculum and discussion guide explains how teachers can include written words in the on-going activities of a preschool classroom. Practical suggestions are given, and actual classroom incidents are used to illustrate how they can be implemented. (Author)

ED 144 025 CS 003 675

Bormuth, John R.

Literacy Policy and Reading and Writing Instruction.

Pub Date 77

Note—44p.; Paper presented at the 1977 Minnesota Perspectives on Literacy Conference; See related document CS003676

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Composition Skills (Literary), *Cost Effectiveness, Economic Research, Educational Policy, Elementary Secondary Education, *Literacy Education, Readability, Reading Ability, Reading Comprehension, *Reading Instruction, *Reading Research

After considering various estimates of the extent to which there is a "literacy problem" in the United States, this paper develops an econometric model of the literacy program. Defining the volume of literacy as the total amount of information that people exchange through the materials they want or need to use, the volume of literacy is seen to be a function of people's reading ability, of the degree of comprehensibility with which materials are written, of the number of materials that people read, and of the number of people who do any amount of reading. The costs of producing that volume of literacy are determined by the same four variables. This model has many implications that are discussed in some detail, among them the fact that the most efficient use of educational resources would involve a balanced program of support for both reading and writing instruction. (AA)

ED 144 026 CS 003 676

Brown, Rexford

Response to Prof. Bormuth's Paper.

Pub Date 77

Note—9p.; Paper presented at the 1977 Minnesota Perspectives on Literacy Conference; See related document CS003675

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition Skills (Literary), *Cost Effectiveness, *Educational Policy, Elementary Secondary Education, *Literacy Education, *Reading Instruction

Responding to John Bormuth's econometric argument for a more balanced program of support for reading and writing instruction, this paper considers some of the reasons that literacy policy has not been formulated in the economically most rational manner. These reasons include the fact that reading instruction has become politicized, the availability of better measurement techniques for reading than for writing skills, and the friction between professional associations with overlapping interests. (AA)

ED 144 027 CS 003 679

Plummer, Gordon S.

The Historic Context for Visual Literacy: Walter Smith and Others.

Pub Date May 77

Note—22p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (9th, Iowa City, Iowa, May 11-14, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Art Appreciation, *Art Education, Communication Skills, *Educational Attitudes, *Educational Development, *Educational History, Elementary Secondary Education, General Education, Learning Modalities, Visual Learning, *Visual Literacy

This paper relates visual literacy to the historical development of art education in the United States, emphasizing the work of Walter Smith, an art educator, during the later nineteenth century. The visual mode of learning, especially drawing, in public schools has been justified as a means to furthering industrialization and as an end in itself, enhancing the observational powers and cultural values of individuals. Walter Smith's philosophy of art education was that drawing could and should be learned by any person and that it should be taught by artists. His work in Massachusetts schools from 1871 to 1882 focused on organizing a complete scheme of art education, from elementary school drawing to professional art-studio activities; and his plan to teach art education within the scope of art instruction promoted visual literacy as both means and end, an attitude this paper considers important for any modern discussion of visual literacy. (RL)

ED 144 028 CS 003 680

Traub, Nina Bloom, Frances

Recipe for Reading, Second Edition, Revised and Expanded.

Pub Date 77

Note—215p.

Available from—Walker and Company, 720 Fifth Avenue, New York, New York 10019 (\$10.95 cloth)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Elementary Education, *Individualized Reading, Phonetics, *Phonics, *Reading Instruction, Reading Programs, *Sequential Reading Programs, Spelling Instruction, *Teaching Methods, Teaching Techniques

This book describes the step-by-step procedures of a program for reading, writing, and spelling. First published in 1972, it has been revised and expanded so that not only teachers but also parents and other interested adults can use the prescribed sequential lesson plans for one-to-one reading and spelling instruction. Stressing a positive approach to teaching, the book is organized under the following topics: reading—a national concern, prerequisites for success, the technique, the method, consonant-vowel-consonant words and syllables, introducing two-syllable words, introducing vowel digraphs, and a vowel-consonant-vowel spelling rule. An appendix lists phonetic readers according to the book's recommended teaching sequence. (RL)

ED 144 029 CS 003 681

O'Brien, Bernadette C.

Learning to Read through the Arts and Humanities: A Reading Program—An Art Program.

Pub Date May 77

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977); See related documents CS003681-84

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Art Activities, *Art Education, Content Reading, Elementary Education, Humanities, *Integrated Activities, Integrated Curriculum, *Interdisciplinary Approach, Reading Improvement, *Reading Instruction, *Reading Programs

This paper explains the methodology for combining reading and art instruction in a Learning to Read Through the Arts program. Art and reading teachers collaborate to determine the vocabulary required for discussion of each art project. Once this is done, the art teacher uses that vocabulary in a discussion of the art topic, and the reading teacher, in turn, applies reading and writing assignments to the art subject. In this way, reading skills are developed as they apply to other subjects, making reading a learning tool and integrating the learning experience. (RL)

ED 144 030 CS 003 682

Schiff, Charlotte

Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building.

Pub Date May 77

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977); See related documents CS003681-84

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art Activities, *Art Education, Elementary Education, Humanities, Integrated Curriculum, *Interdisciplinary Approach, *Program Development, *Reading Instruction, *Reading Programs, Teacher Participation

This paper describes ways to initiate, organize, and administer a Learning to Read through the Arts and Humanities program, an interdisciplinary approach to reading instruction. The paper stresses that school and school district administrators involve teachers in the planning stages of the program to insure their interest in its success. The following steps are suggested for the program's implementation: a survey of community and school resources available for use in the program, assessment of staff needs, teacher training, preparation of objectives, and staff selection. (RL)

ED 144 031 CS 003 683

Corwin, Sylvia K.

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.

Pub Date May 77

Note—9p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977); See related documents CS003681-84

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art Activities, *Art Education, Grade 10, Integrated Activities, *Integrated Curriculum, *Interdisciplinary Approach, *Reading Improvement, *Reading Instruction, Reading Programs, *Remedial Reading, Senior High Schools

This paper describes the Reading Improvement Through Art (RITA) project, an interdisciplinary approach to high school reading instruction. RITA was adapted from the elementary school's Learning to Read Through the Arts and Humanities program and was used in nine New York City high schools. During the RITA project, reading and art teachers collaborated to improve the reading ability and reading skills of 500 tenth graders. The students were motivated through visual art activities to use reading as a learning tool, and their reading ability increased dramatically as they applied reading skills to learning activities. (RL)

ED 144 032 CS 003 684

Davis, Cecile

The Role of the Cultural Institution in Reading through the Arts and Humanities.

Pub Date May 77

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977); See related documents CS003681-84

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art Activities, *Cultural Enrichment, Elementary Education, *Field Trips, Humanities, Integrated Activities, *Interdisciplinary Approach, *Museums, *Reading Instruction, Reading Programs, *Resource Materials

This paper describes a cultural institution's role in the Learning to Read through the Arts and Humanities elementary school program, an interdisciplinary approach to reading instruction. Cultural institutions, such as museums, provide authentic resource materials that can enhance student motivation and interest in the subject. The museum and the instructional staff can develop discussion topics that form a logical progression from museum visit to classroom performance to related reading and skill materials. (RL)

ED 144 033 CS 003 685

Brandtetter, Glenda And Others

Precision Teaching for Decoding and Comprehension: Materials and Methods.

Richland School District 400, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Decoding (Reading), Elementary Education, *Instructional Materials,

Paraprofessional School Personnel, *Precision Teaching, *Reading Instruction, *Reading Skills, Student Records, Teaching Methods Identifiers—Elementary Secondary Education Act Title I

This publication deals with the classroom use of rate sheets as aids in teaching reading decoding skills systematically and sequentially. The introduction explains the use of rate sheets in presenting a systematic arrangement of instructional cues to which children respond for a standard period of time, and it discusses the original development of rate sheets for use in precision teaching programs. The publication then lists terms used in precision teaching, explains the use of paraprofessionals, tells how to set up student folders, and provides a sample student record sheet. Eleven sample rate sheets are presented for helping children develop skills related to the following areas: consonant blends, consonant substitution, rhyming word parts, variant vowel sounds, affixes, prefixes, word definitions, and heteronyms. (GW)

ED 144 034 CS 003 686

Bard, Therese Bissen

Children's Response to Literature.

Pub Date Jul 76

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographic Citations, Child Development, Childrens Books, *Childrens Literature, Elementary Education, Environmental Influences, *Literature Appreciation, Psychological Needs, *Reading Interests, Reading Materials, *Reading Material Selection, *Reading Research, *Response Mode

This paper considers many aspects of children's response to literature. Among the topics discussed are factors within the child (related to age, sex, and intelligence) that teachers and researchers agree may affect a child's enjoyment of literature; a research study on the relationship between story content and a child's psychological and developmental needs; books with animal characters; realistic picture storybooks for children in kindergarten and first grade; realistic and fantasy stories that may be read aloud to somewhat older children; books that may be read aloud to fifth and sixth graders; science fiction and realistic fiction for fifth and sixth graders; aspects of literature (content, form, and literary quality) that may affect response; and elements of the environment (the teacher's own enjoyment of literature, the classroom situation, teaching methods, and parental influence) that affect a child's response to literature. The paper recommends numerous children's books that may be used in a literature program. (GW)

ED 144 035 CS 003 687

Heritage, John O.

A Validity Study of Admission Criteria for Masters Students in a Reading Program.

Pub Date Jun 77

Note—67p.; M.Ed. Thesis prepared at Rutgers, The State University of New Jersey

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Admission Criteria, Educational Research, *Grade Point Average, *Graduate Study, Higher Education, Masters Theses, *Predictive Validity, *Reading Programs, Teacher Education

Identifiers—*Graduate Record Examinations

This study investigated the predictive validity of the admission criteria for masters students in reading: undergraduate grade point average (GPA), Graduate Record Examination (GRE) scores, undergraduate college quality, and age. Data were gathered for 94 former masters students at Rutgers University, including 53 who had obtained the M.Ed. and 41 who had dropped out. The graduated and not-graduated groups differed significantly only on the GRE-Verbal. For the graduated group, GPA and age yielded significant correlations with the time-to-degree criterion. The results from this study were interpreted as being consistent with those of other predictive studies in education. (Author/AA)

ED 144 036 CS 003 690

Lambert, Nadine M.

Behavioral Definers of Reading Achievement.

Pub Date Apr 77

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977); Some tables may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Beginning Reading, Behavior Rating Scales, Interpersonal Relationship, *Performance Factors, Primary Education, *Reading Achievement, *Reading Research, *Social Adjustment, *Student Behavior

This paper develops a rationale for a three dimensional model of nonintellectual behavior of children and supports the rationale with a review of relevant theoretical and empirical work. The tenability of the model and its relationship to early reading achievement is then explored. Dimensions derived from a cluster analysis of the "Pupil Behavior Rating Scale" support the conceptual model by defining an adaptation dimension, an interpersonal dimension, and an intrapersonal dimension. The relationship of each of the dimensions to reading achievement of children when they are in first and second grade showed that the adaptation dimension was a crucial contributor to reading achievement level. Furthermore, the significant unique contribution of this dimension to reading achievement when the effects of sex, socioeconomic level, ethnic status, and cognitive functioning were controlled indicates that levels of adaptation in children need to be further explored as prerequisites to success in early reading programs. (Author)

ED 144 037 CS 003 691

Spiegel, Dixie Lee Sherry, Margaret

Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.

Madison Public Schools, Wis.

Pub Date [76]

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, *Educational Diagnosis, Elementary Education, *Learning Disabilities, *Reading Difficulty, *Remedial Instruction, *Remedial Reading

This bibliography lists readings that will help reading specialists and learning-disabilities specialists learn about one another's disciplines. Readings are grouped in six categories: overview of the controversy; labels and services; language, linguistics, and reading; cognition and reading; tools for identifying learning or reading problems; and educational strategies. Each article has a general annotation and two critical annotations, one by a learning-disabilities teacher and one by a reading specialist. (AA)

ED 144 038 CS 003 698

Schallert, Diane L. And Others

Analyses of Differences Between Written and Oral Language. Technical Report No. 29.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—400-76-0116

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Education, Language Usage, Language Variation, *Listening Comprehension, Literature Reviews, *Reading Comprehension, *Reading Research, *Reading Skills, *Written Language

Identifiers—*Center for the Study of Reading (Illinois), *Oral Language

This report reviews evidence that there are differences between oral and written English that lead to differences in the skills and knowledge necessary to comprehend them. Three categories of differences are considered in an attempt to derive specific, testable hypotheses: differences in the physical nature of speech and writing, differences in the natural uses of speech and writing, and differences in the language characteristics of speech and writing. A final section summarizes the differences between written and spoken language, paying particular attention to skills that novice readers may not have acquired in their experience with listening. (AA)

ED 144 039 CS 003 699

Nash-Webber, Bonnie Lynn

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.

44 Document Resumes

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—BBN-3546

Pub Date Apr 77

Contract—400-76-0116

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Language Research, Linguistics, *Literature Reviews, *Reading Comprehension, *Reading Processes, Reading Research, Semantics, Syntax, Thought Processes

Identifiers—*Anaphora, *Center for the Study of Reading (Illinois)

Two fundamental assumptions guide this survey of recent research on anaphora. The first is that anaphoric expressions do not refer to segments in a text or discourse, but to entities that are assumed to be in the language receiver's mind. The second assumption is that a text serves to suggest the referents for anaphora, as does the nonlinguistic context. Topics considered in the review include the types of entities that are possible antecedents in English, the relation of the text to these antecedents, the relation of inference to these antecedents, memory organization, factors that have been posed as influencing anaphora resolution, and the relationships between anaphora and language acquisition. (Author/AA)

ED 144 040 CS 003 700

Brown, Ann L. *DeLoache, Judy S.*

Skills, Plans, and Self-Regulation. Technical Report No. 48.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 77

Contract—400-76-0116

Grant—HD-05951; HD-06864

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Child Development, *Cognitive Processes, *Developmental Psychology, Learning Processes, *Literature Reviews, *Memory, *Problem Solving, Psychological Studies

Identifiers—*Center for the Study of Reading (Illinois)

The first section of this report reviews traditional memory studies, which have provided much of our information concerning memory development. Major strengths and weaknesses of memory-development studies are illustrated by comparison with recent research into children's problem-solving skills. The report concentrates on one area of general concern to both the problem-solving and memory-development literatures, that of self-regulation and control, which may be the area of the most fundamental difference between the experienced and the naive learner. A final section considers alternative methods and problems in studying developmental change in this area. (AA)

ED 144 041 CS 003 701

Brown, Ann L.

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 77

Contract—400-76-0116

Grant—HD-05951; HD-06864

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Artificial Intelligence, *Child Development, *Cognitive Processes, *Developmental Psychology, *Literature Reviews, Memory, *Models, Psychological Studies

Identifiers—*Center for the Study of Reading (Illinois)

The first section of this report examines, from a developmental perspective, the major theoretical positions dominating the literature on adult cognition. Two criteria are considered. First, how compatible are the theories with the notion that thinking systems develop within specific environments? Second, what are the implicit or explicit assumptions concerning the developmental

processes of growth? The second section examines the general class of levels-of-processing (LOP) models, which, unlike other theories of adult cognition, have been widely adopted by developmentalists. The essential compatibility of LOP models and developmental interests follows from a shared concern with three main issues: the importance of involuntary memory, the activity of the subject and the goal of that activity, and "headfitting" (the compatibility between what is known and what can be known). Developmental data are often particularly apt demonstrations of the main tenets of the LOP frameworks, and LOP models provide a language and a viewpoint through which the issues of interest to developmentalists can be reinterpreted. (AA)

ED 144 042 CS 003 702

Brown, Ann L. *And Others*

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 77

Contract—400-76-0116

Grant—HD-05951; HD-06864

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Content Reading, *Experience, Higher Education, Intermediate Grades, *Learning Processes, *Reading Research, *Reading Skills, Recall (Psychological), Secondary Education, *Study Skills

Identifiers—*Center for the Study of Reading (Illinois), *Prose Learning

The ability to select (a) suitable retrieval cues and (b) the main ideas of prose passages was examined in college students and in school students between fifth and twelfth grades. The ability to select the main elements of texts improved over the entire age range studied and was not affected by experience studying and recalling the passage. Retrieval cue selection was also sensitive to age, with a dramatic shift in flexibility occurring between the high school and college populations. Prior to experience recalling the text, college students selected mainly the most important elements to serve as retrieval cues. After experience recalling, however, they selected units of intermediate importance. Realizing they would remember the main ideas without further effort, they concentrated on the intermediate level material which caused them much more trouble on their previous recall attempt. This shift in retrieval cue selection represents a fine degree of sensitivity to the relative importance of text segments and to the function of retrieval cues in recall, a sensitivity not displayed by even the oldest high school subjects. (Author)

ED 144 043 CS 003 703

Fleisher, Lisa Spelling Jenkins, Joseph R.

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jul 77

Contract—400-76-0116

Grant—NIE-G-74-0007

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Context Clues, Grade 1, *Learning Disabilities, *Oral Reading, Primary Education, Reading Instruction, *Reading Research, *Remedial Reading, *Teaching Techniques, *Word Recognition

Identifiers—*Center for the Study of Reading (Illinois)

Six learning disabled boys served as subjects in a study designed to examine the effects of two instructional conditions on word recognition. In one instructional condition, students practiced reading exclusively in connected text (contextualized practice). In a second condition, reading in connected text was supplemented with drill on isolated word units (decontextualized practice). Students served as their own controls and received both treatments, with each treatment being repeated twice. Before and after each treat-

ment condition, students were tested on recognition of isolated words and on oral reading in context. Results indicated that decontextualized practice produced significantly greater isolated word recognition and that performance following contextualized practice exceeded that of a no-instruction control. However, the instructional treatments did not differentially affect oral reading in context as measured by rate or accuracy. The implications of these findings are discussed in relation to the selection of reading objectives and reading measures by remedial reading teachers. (Author)

ED 144 044 CS 003 710

Underwood, Benton J. *Malmi, Robert A.*

The Simultaneous Acquisition of Multiple Memoranda.

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Sep 77

Contract—N00014-76-C-0270

Note—139p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, *Learning Processes, *Memory, Post Secondary Education, *Psychological Studies, Recall (Psychological), Retention, *Time Factors (Learning), *Verbal Learning

This study investigated verbal learning when separate tasks were presented simultaneously, with variations in the number of tasks specified to be learned and in the number of tasks presented. Results indicated that the effect of certain independent variables was similar to the effect found when tasks were learned singly. The spacing effect, for example, occurred under a wide variety of conditions. There was no measurable forgetting over several minutes for any of the tasks. Some incidental learning occurred, as did some differential encoding. The rate of acquisition of any one task decreased as the number of other tasks to be learned increased. The effects of variations in study time are also discussed. (Author/AA)

ED 144 045 CS 003 711

McCormick, Claire M.

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—LRDC-1977/3

Pub Date 77

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Beginning Reading, *Behavioral Science Research, *Contingency Management, Learning Processes, Primary Education, *Program Evaluation, Reading Instruction, *Reading Programs, *Teaching Techniques

Identifiers—*New Reading System

This paper describes the results of a behavioral analysis of learning sequences used in initial instruction in the New Reading System, an early-reading curriculum. A rational analysis using behavioral categories yielded a set of strategies for teaching reading acquisition skills. Contingency management was assessed by an application of the blackout technique. Errors on progress checks were related to the content and design of the learning sequences. The results of the analysis provide data for the evaluation of the instructional products. The method used for the analysis has general application to the assessment of other instructional products. (Author)

ED 144 046 CS 003 712

Ingram, Albert *Pellegrino, James W.*

Response Generation Norms for Verbal Analogies. Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—LRDC-1977/2

Pub Date 77

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Cognitive Processes, College Students, Higher Education, Intelligence, *Norms, *Psychological Studies, *Verbal Ability
Identifiers—*Analogies

Normative data were collected for the generation of responses to 150 incomplete verbal analogies. Two types of normative data are provided: (a) the probabilities associated with each response produced for each analogy base and (b) the probabilities that initial responses represented the appropriate semantic relationship, with a division of analogies based on 12 semantic relationship classifications. (Author)

ED 144 047 CS 003 715

Buttery, Thomas J. Powell, Jack V.
Teacher Verbal Feedback during Primary Basal Reading Instruction.

Pub Date [77]

Note—14p.; Study prepared at University of Georgia

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Basic Reading, *Feedback, *Interaction, Primary Education, *Questioning Techniques, *Reading Instruction, *Reading Research, Student Teacher Relationship, Teacher Response

Teacher questions play a crucial role in affecting the quality of reading instruction, yet, once a child responds to a teacher's question, little is known of the teacher's verbal feedback which provides the pupil with an indication of the accuracy of his or her response. Data were collected from 16 first and third grade teachers during basal reading instruction via audio recordings. The frequency and corresponding percentage of the overall feedback was tabulated, while teacher questions and pupil responses were subjected to chi square testing for significance of intragrade and intergrade differences. The data indicated that a variety of 19 types of feedback with a general affirmative tone were consistently used. Teacher questions were found to be the apparent function of intragrade and intergrade grouping, as was pupils' frequency of wrong responses and no responses. (Author)

ED 144 048 CS 203 154

Diaconoff, Ted
Teaching Science Fiction to Science and Technology Majors.

Pub Date Nov 76

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Content, Course Descriptions, *English Instruction, Higher Education, Literature Appreciation, *Science Fiction, Sciences, *Student Interests, *Undergraduate Students

This paper describes the content and implementation of a course designed to teach science and technology majors about science fiction. Although many students had expressed little interest in the imaginative world of literature, the scientific content of the texts used attracted their attention and legitimized their involvement in something outside the realm of "hard facts." Some of the books used in the course included H.G. Wells's "The Time Machine," Isaac Asimov's "I, Robot," C.S. Lewis's "Perelandra," and Ray Bradbury's "Martian Chronicles." (KS)

ED 144 049 CS 203 204

Britton, James And Others
The Development of Writing Abilities (11-18).

Schools Council, London (England).

Pub Date 75

Note—222p.; A report from the Schools Council Project on Written Language of 11-18 year olds

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 11009, \$6.95 non-member, \$5.95 member)

Document Not Available from EDRS.

Descriptors—*Classification, *Composition Skills (Literary), Evaluation Methods, Language Development, *Language Research, Secondary Education, *Writing Skills, *Written Language

Over 2000 samples of the writing of eleven to eighteen year olds were analyzed as part of an attempt to formulate and validate a system for categorizing student writing. The system that resulted has two dimensions: the function served by the piece of writing and the audience to which

it is addressed. Significant associations were found between the categories and the sex of the student, the type of school, the year in school, and the various curriculum subjects. This report includes a discussion of the background of the project, the research problem and procedures, detailed descriptions of the categorization system, and results. (AA)

ED 144 050 CS 203 491

Smith, Delia Gimenez-Cuervo

Position of Inserted Questions and Ability in Learning from Prose.

Pub Date 76

Note—60p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2012, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—*Advance Organizers, Doctoral Theses, Higher Education, *Learning Processes, *Memory, *Prose, Questioning Techniques, *Reading Research, Secondary Education, *Spanish Speaking

Identifiers—*Prose Learning

This study investigated the effect on learning of the interspersing of questions with sections of written discourse. A 5,200-word passage was divided into seven sections, from each of which several completion questions were derived. A pair of questions was inserted before, after, or both before and after the section. These questions also formed an "Old Questions" criterion test; other questions were used to form a "New Questions" criterion test. Forty subjects volunteered from each of two halves of a Spanish-speaking sophomore class (divided above and below the median, according to grade point average). Subjects from each ability level were randomly assigned to one of three conditions of position of inserted questions, or to a control condition with no inserted questions. Results indicated that high-ability students performed better than did low-ability students and that students performed better on the Old Questions test than on the New Questions test. For the Old Questions test, all inserted-questions groups performed significantly better than did the control group, but, for the New Questions test, no inserted-questions group performed better than did the control group. (Author/AA)

ED 144 051 CS 203 495

Wilhoit, G. Cleveland Drew, Dan G.

Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.

American Newspaper Publishers Association, Washington, D.C.

Pub Date 11 Jun 75

Note—21p.; An ANPA News Research Center Study

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Journalism, Layout (Publications), *Media Research, *National Surveys, *Newspapers, *News Reporting

Identifiers—*Managing Editors, *Newshole Policies

In a national survey conducted during 1973 and 1974, 160 managing editors answered a questionnaire concerning the newshole policies of their papers. According to the survey, the typical daily newspaper in the United States uses slightly less than 45% of its space for nonadvertising content, reflecting little change since a 1957 survey. Larger newspapers tend to have larger newsholes in terms of actual column inches, although the percentage of the newspaper devoted to news is smaller than that for smaller-circulation newspapers; more newsholes are allocated to local news than to news from other places. Methods of determining the allocation of space have changed little in 18 years, but newspapers with greater news potential are more likely to have a standardized (fixed minimum) newshole. Most managing editors report satisfaction with present newshole policies. (Tables of findings are included.) (JM)

ED 144 052 CS 203 496

Norris, Ruby Lee, Ed. Sange, Sally Harris, Ed.

Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III.

Humanities Center, Richmond, Va.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—117p.; For Volumes I and II, see ED088050 and ED105456

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Composition (Literary), *Creative Writing, Elementary Secondary Education, English Instruction, *Literary Criticism, *Poetry, Poets, Teacher Workshops, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title III, *Poets in the Schools, Student Writing Samples

This book emerged from a Poetry in the Schools program which had two facets: teacher workshops and instruction by poets in elementary and secondary classrooms. Part one, "Poets and Teachers in Dialogue," describes major issues discussed in teacher workshops: keeping the imagination alive, writing as a way of discovery, exploration of language, poets' development as writers, writer as artist, and teaching strategies. Part two, "Students' Spontaneous Responses," presents poems written by students during classroom instruction. The poems are used to illustrate discussions of form, pattern, and design in poetry. Part three, "Students' Sustained Responses," deals with students' writing which resulted from participation in continuing workshops with poets. Some of these poems are presented in several versions, to show the kinds of changes poets may make when they revise. Ten poets participated in this Poetry in the Schools program: William Jay Smith, Kofi Awoonor, John Ciardi, Stephen Dunning, Tom Weatherly, Sylvia Wilkinson, Gloria Oden, Michael Mott, Sally Harris Sange, and Jeffrey Lorber. (GW)

ED 144 053 CS 203 501

[Report from the Student Press Law Center.]

Student Press Law Center, Washington, D.C.

Pub Date [76]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Censorship, Civil Rights, Faculty Advisors, *Freedom of Speech, Higher Education, *Legal Problems, Secondary Education, *Student Publications, *Student Rights, Teacher Role

Identifiers—*First Amendment, *Student Press Law

The Student Press Law Center serves as a national clearinghouse to collect, analyze, and distribute information on the First Amendment rights of student journalists and journalism teachers and on violations of these rights in high schools and colleges. This report details information concerning current censorship incidents: the investigation by the United States Post Office of the Bennett Publishing Company, charges of censorship brought by an Illinois school-district publications adviser, various violations of First Amendment rights in the Maryland public schools, and similar occurrences in Ohio and Wisconsin high schools. At the college level, topics discussed include the dismissal of an editor from the University of the Pacific (California), protest by members of the United Farm Workers against Gallo wine advertisements run in the California college press, the adoption of an open-meetings policy in Illinois, and conflicts in Michigan, Mississippi, New Jersey, Ohio, and Tennessee institutions of higher learning. (KS)

ED 144 054 CS 203 552

Gormley, William T., Jr.

The Effects of Newspaper-Television Cross-Ownership on News Homogeneity.

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 76

Grant—1-0-107-5210-MY-265

Note—276p.

Available from—Publications, Institute for Research in Social Science, Manning Hall, Drawer G, University of North Carolina, Chapel Hill, North Carolina 27514 (\$4.00 paper)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Information Dissemination, Information Networks, Mass Media, *Media Research, *News Media, *Newspapers, *News Reporting, News Writing, Press Opinion, Public Policy, Shared Services, *Television

Identifiers—Federal Communications Commission, *Ownership

After discussing the need for message pluralism in a democracy, this report focuses on a three-stage research strategy conducted to study the effects of newspaper/television cross-ownership on news homogeneity. The three stages consist of: an analysis of questionnaire data obtained from 214 newspaper managing editors and television news directors; field work in a stratified sample of ten cities, including interviews with reporters and news executives at 44 newspapers and television stations; and a content analysis of 9335 newspaper and television stories. The data reveal that the sharing of carbon copies, hiring patterns, and news-organization location are "intervening variables" of cross-media ownership that serve to increase intermedia cooperation and that may have a homogenizing effect on the news the public receives. Many methods of data comparison are used in discussing the effects of cross-media ownership on story overlap and on issue treatment and story treatment. The report concludes with a critical evaluation of the Federal Communication Commission's 1975 cross-ownership decision and provides its own public-policy proposals. Four appendixes contain material related to the study. (RL)

ED 144 055 CS 203 565

Wallenstein, Barry

Why Is Poetry Difficult?

Pub Date [77]

Note—22p.; Essay prepared at the City College of The City University of New York

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Analytical Criticism, English Instruction, Language Styles, *Literary Analysis, Literary Conventions, *Literary Criticism, *Literature Appreciation, *Poetry

This paper advises poetry readers to get rid of the inhibitions that the search for conventional meaning creates, by invoking the tenet that "a poem must not mean but be." The paper presents and analyzes several poems, maintaining that good poetry is an honest presentation of real experience that rarely offers information about any short-term solution of problems and thus precludes, in most cases, any reduction to a saying or a single "meaning." The paper also says that poetry, with its highly metaphorical expressions and especially compacted form, is much like scientific language, which uses numbers and symbols as tools to get at some truth that ordinary discourse is unable to do. Such "focused" languages as poetry and science communicate or transmit messages as if incidentally. The paper concludes that understanding and appreciating poetry's special language requires a "suspension of disbelief," whereby readers enter the experience with open minds and ready participation. (RL)

ED 144 056 CS 203 581

Woods, William F.

The Rhetorical Triangle as Direction Finder in the Composing Process.

Pub Date Mar 76

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition Skills (Literary), *English Instruction, Higher Education, *Models, *Rhetoric, *Writing Skills

Identifiers—*Composing Process

One of the most useful models of the composing process is that derived from an interpretation of the rhetorical triangle. This basic model implies the relationships between the writer's subject, background, and audience, but it also points to the specific writing functions that underlie these terms. For example, in conceiving a subject, the writer discovers the ideas, images, and insights that will be used in the essay; the writer's background and motives suggest approaches to these subjects; and the writer's relationship to the intended readers allows the creation of a voice or "role" that aids in shaping the essay. Interpreted in this way, the rhetorical triangle provides a conceptual frame for planning an essay and, in this important sense, is a "direction finder," orienting students toward their goals as writers. (Author/AA)

ED 144 057 CS 203 582

Samuelson, Janet

The Meeting Ground of Creative Writing and Composition.

Pub Date 77

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Creative Writing, Diaries, *Educational Needs, Higher Education, *Interdisciplinary Approach, *Problems, Teaching Techniques

Identifiers—*Student Journals

Many of the problems that confront students in creative writing courses are similar to those experienced by students of other types of composition. This discussion delineates three problems that seem to be at the core of the difficulties for both groups of students: preconceived notions of what an essay, poem, or short story should be; inability or unwillingness to adjust the focus of examination to deal with the specific; and lack of imagination. It is suggested that students can profit from keeping a journal (written in the third person) and that they might be well served by an overview provided in a workshop-type class in which the relationship between creative writing and other kinds of composition is recognized. (KS)

ED 144 058 CS 203 583

Weibull, Lennart

Periodicals in Politics: Results from a Swedish Survey.

Gothenburg Univ. (Sweden). Inst. of Political Science.

Pub Date Mar 77

Note—55p.; Paper prepared for the European Consortium for Political Research Workshop Comparative Political Communication (Berlin, March 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, *Citizen Participation, Community Involvement, Information Sources, Mass Media, Organizational Communication, *Periodicals, Political Attitudes, *Political Socialization, Politics, *Reading Habits, *Reading Interests, *Reading Research

Identifiers—Sweden

This research study discusses the reading habits of the 1595 people it surveyed and the relationship of periodical mass media to individual political involvement. Focusing on popular magazines and organizational publications as periodical types, the study indicates that the amount of time available for reading periodicals and an individual's knowledge and activity in political issues are the two factors which have greatest impact on a person's choice of periodical literature. In general, people who are more involved in political activities read more organizational periodicals, while people less concerned with political issues read only popular magazines; and this variance increases as less time is available for reading periodicals. Appendixes provide further details on the data and analyses. (RL)

ED 144 059 CS 203 584

Levinsohn, Florence Hamlish

In Defense of the Status Quo.

Pub Date Apr 77

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Innovation, Educational Research, *Educational Resources, Instructional Media, Professors, *Reading Habits, *Scholarly Journals, *School Administration, *Teachers

In response to another paper that suggests scholarly publication may soon take nonprint forms, this discussion asserts that, because of the intimacy between the reader and the printed word, the traditional forms of expression in scholarly work will not be greatly altered. Although scholarly journals in education are largely responsible for presenting research and innovative ideas, it is noted that they are little read by practitioners in the subject fields they cover. (Author/KS)

ED 144 060 CS 203 585

Darrell, Bob

Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English.

Pub Date 77

Note—22p.; Paper presented at the Annual Meeting of the Kentucky Philological Association (Bowling Green, Kentucky, April 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, College Freshmen, *Composition Skills (Literary), *English Instruction, *Expository Writing, Higher Education, *Job Skills, Program Evaluation, Questionnaires, *Writing Skills

The first-year writing program at Kentucky Wesleyan College includes "The Role of Writing in the World of Work" program, an experimental activity in which distinguished representatives from business, industry, and the professions spend one workday explaining the role of writing in their occupations. Each visitor speaks no longer than 12 minutes, in workshop settings, on the following topics: skills necessary to enter that occupation, the role of these skills in promotion and advancement, and typical writing problems encountered. According to student, visitor, and faculty evaluations, the program has increased awareness of the relationship between writing and careers and has increased interest in mastering good writing habits. Questionnaires used to obtain reactions to the program are included as appendixes. (Author/AA)

ED 144 061 CS 203 586

Verner, Zenobia, Ed.

Writing.

Texas Joint Council of Teachers of English, Houston.

Pub Date 77

Note—25p.; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English; references may not reproduce well due to small type

Journal Cit—English in Texas; v8 n3 Entire Issue Spr 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Centers of Interest, *Composition (Literary), *Composition Skills (Literary), Creative Writing, *English Instruction, Expository Writing, Failure Factors, Feedback, Folk Culture, Higher Education, Literature Reviews, Secondary Education, *Teaching Techniques, Visual Stimuli

The articles in this journal focus on the teaching of composition at the secondary and college levels. Separate articles deal with the causes of poor proofreading by students and methods for teaching proofreading skills; the use of folklore as an aid to teaching composition; techniques for overcoming students' fear of failure in the writing classroom; teaching techniques developed for a workshop course in creative writing; the use of student-interest stations in the teaching of expository writing; a program in which students explore elements of visual art and then describe their visual experiences in writing; and a review of research on the effect of feedback on student writing. (GW)

ED 144 062 CS 203 587

Bleich, David

Some Recent Perspectives on Research in Language and Literature.

Note—16p.; Paper presented at the Annual Meeting of the Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, *English Instruction, Language Arts, Language Research, *Literary Analysis, *Literary Criticism, *Literature Appreciation, *Response Mode

Identifiers—Reader Response, Subjectivity

This paper discusses the effects of personal response on both the research and the teaching of language and literature. Two studies are presented which show how personal response affects interpretive judgment. In addition, a study of classroom responses to literature is compared to a study of language, indicating that personal motivations preface objective analyses. The report concludes that, from a personal response perspective, research and teaching are interactive processes. (RL)

ED 144 063 CS 203 588

Odell, Lee

Teachers of Composition and Needed Research in Discourse Theory.

Pub Date 77

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), English Instruction, *Evaluation Methods, Higher Education, Research Needs, *Teacher Responsibility, *Teacher Role

This paper stresses the need for composition teachers to develop not only student writing skills but also the discourse theory by which those skills are taught. Several assumptions of current discourse theory are discussed, and with each assumption the author proposes research questions and procedures by which teachers themselves can evaluate the theories they use. (RL)

ED 144 064 CS 203 590

Language Arts Instruction K-12.

Oregon State Dept. of Education, Salem.

Pub Date 77

Note—53p.; Field-Test Edition

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Education, Content Reading, *Curriculum Guides, Educational Assessment, *Educational Objectives, Educational Resources, Elective Courses, Elementary Secondary Education, *English Curriculum, Informal Reading Inventory, *Language Arts, Program Content, *Program Planning, Reading Instruction

Identifiers—*Oregon

Directed to Oregon administrators and language arts teachers at all instructional levels, this publication discusses numerous aspects of a goal-based language arts curriculum. Separate sections deal with goal-based planning for the language arts; assessment; relating language arts instructional programs to minimum standards; language arts program goals; relating classroom instruction to the total goal-based language arts program; developing elective courses in language arts; suggested language arts skills for each grade level from kindergarten through grade 12; suggested language arts program content; reading in the content areas; teaching reading in language arts classes; teaching career education as part of the language arts program; and resources available to the language arts teacher. Appendixes provide self-evaluation checklists for the department chair, for the teacher, and for the principal, along with suggestions for construction, administration, and scoring of an informal reading inventory. (GW)

ED 144 065 CS 203 591

Davis, Kenneth, Ed. Hollowell, John, Ed.

Inventing and Playing Games in the English Classroom: A Handbook for Teachers.

National Council of Teachers of English, Urbana, Ill.

Pub Date 77

Note—154p.; Best copy available

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 23724, \$6.50 non-member, \$5.00 member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Annotated Bibliographies, Classroom Games, *Composition Skills (Literary), *Educational Games, *English Instruction, Higher Education, Interaction, *Language, *Literature, Manuals, Secondary Education, Simulation, Student Behavior, Teacher Role, *Teaching Techniques

This handbook introduces English teachers to the use of simulation games as a serious method for teaching composition, language, and literature. In the first section, separate chapters discuss the rationale for game-playing; the teacher's role in simulations and ways in which classroom interaction changes when games are used; a step-by-step process for designing a game; ways in which the limitations imposed by game rules free players to engage in new, positive kinds of behavior; concerns about the abuse and overuse of games; and possibilities for designing new games. The second section of the book offers descriptions of eight teacher-made games, along with specific instructions for playing them. Appendixes provide an annotated bibliography of publications on games and simulations, descriptions of recommended commercial games for the English classroom, and a list of academic games development centers. (GW)

ED 144 066

Blackman, Carolyn M.

A Bibliography of Resources for Beginning

Teachers of Technical Writing.

Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bibliographies, *Composition Skills (Literary), Conferences, *Educational Resources, *English Instruction, Higher Education, Orientation Materials, Periodicals, Professional Associations, Secondary Education, *Teaching Methods, *Technical Writing

This bibliography lists resources for the technical writing teacher, classified according to the following categories: professional organizations and periodicals concerned with technical writing and with such related areas as business communication and basic composition; conferences, meetings, and institutes on technical writing, held in 1975, 1976, and 1977; continuing and completed bibliographies on technical writing; selected articles on teaching technical writing; standard works on technical writing; and materials for general orientation. A brief supplementary statement discusses the field of technical writing and notes difficulties faced by the beginning teacher of technical writing. (GW)

ED 144 067 CS 203 593

Dorenkamp, Angela G.

The Writing Staff as Faculty Compost Pile.

Pub Date 77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Faculty, *Composition Skills (Literary), English Departments, *English Instruction, Higher Education, *Intercommunication, Learning Processes, *Newsletters, *Staff Meetings

Identifiers—Assumption College MA

Misconceptions about the teaching of writing prevail on many college campuses, partially because writing teachers fail to communicate with their colleagues. It is especially important for writing teachers to let their colleagues know that learning to write is a long term developmental process that needs support and reinforcement from the entire faculty. It is also important for English departments to upgrade the status of writing teachers, who have often served as "the compost pile of college faculties." At Assumption College, the faculty has committed itself to the reinforcement of student writing. A faculty newsletter, "The Comp Post," reports on such topics as writing conferences attended by staff members, approaches to teaching writing, and language usage. Polls of faculty members are conducted periodically to elicit information and opinions on methods used to teach writing. A magazine of student writing samples is also distributed to the faculty. Future plans call for the use of "The Comp Post" as a forum for the consideration of such topics as writing as discovery, sense of audience, and the effect of feedback on writing. In addition, Assumption will sponsor visits by experts in writing and will hold colloquia to preview and review these visits. (GW)

ED 144 068 CS 203 594

Brandes, Paul D. Brewer, Jeunone

Dialect Clash in America: Issues and Answers.

Pub Date 77

Note—542p.

Available from—Scarecrow Press, Inc., 52 Liberty St., Metuchen, New Jersey 08840 (\$22.50 cloth)

Document Not Available from EDRS.

Descriptors—Black Dialects, *Diachronic Linguistics, *Dialect Studies, Elementary Secondary Education, *Language, *Language Usage, Mexican Americans, *Nonstandard Dialects, Regional Dialects, *Standard Spoken Usage, Urban Language, Yiddish

Identifiers—Appalachian English, *Dialect Clash

The stated intent of this book is to "contribute to the development of more socially aware and more linguistically oriented classroom teachers and to provide these teachers with methods for implementing their new awareness." Four sec-

tions provide chapters that discuss various aspects of the phenomenon of dialect clash. A historical background is provided, which includes a description of the development of English in England and America. Possible solutions to the dialect clash are examined, including a description of the approach of traditional grammarians, the laissez-faire and nationalistic approaches, and the alternative of multidialectalism. Suggested solutions to specific problems caused by dialect clash include discussion of spin-off problems in the schools, nonverbal communication, motivation of language arts students, and profanity in the schools. Six "Amerenglish" dialects are examined in detail: Appalachian, Black, Mexican, Yiddish, big city, and southern. Appendixes provide a general bibliography, supplementary references to chapter bibliographies, and special bibliographies on Hawaiian pidgin and the American Indian. (KS)

ED 144 069 CS 203 595

Anderson, Paul And Others

Career Development Curriculum for English

Teachers.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Instruction.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—100p.; Publication of the Minnesota Guidance Series—Learning Opportunities Package II

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bibliographies, *Career Education, Career Exploration, Check Lists, *Curriculum Guides, Educational Objectives, *English Instruction, *Instructional Materials, Junior High Schools, Language Skills, *Learning Activities, Personal Values, Self Evaluation, Teaching Techniques, Vocational Development

Identifiers—Elementary Secondary Education Act Title III

This publication describes classroom activities that English teachers can use in helping junior high school students to explore individual career goals. Designed to increase students' awareness of occupations related both directly and indirectly to English skills, the activities are organized into four sections: (1) Who Am I? (2) What Are the Life Options Available? (3) What Should I Consider When Investigating an Occupation? and (4) What Do I Do Next? (Goal-setting). Each section presents the rationale for the activities, lists career development objectives for the section, and provides detailed descriptions of specific learning activities. Appendixes for the four sections offer numerous materials to be used in conjunction with the activities. Among these materials are a values survey; a sample family occupational tree; guidelines for using the study of literary characters to facilitate students' career development; an occupational survey form; self-evaluation charts; charts through which students can appraise their abilities, explore their values, and learn decision-making skills; and bibliographies of books about women, books that deal with values, books about ecology, books related to career development, and biographies. (GW)

ED 144 070 CS 203 596

An Ideabook for Newspaper-Related Materials.

Minnesota Univ. Technical Coll., Crookston.

Pub Date 77

Note—35p.; Activities prepared at University of Minnesota, at Crookston Reading Center

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Composition Skills (Literary), Elementary Secondary Education, *English Instruction, Individual Instruction, *Instructional Materials, *Journalism, *Language Arts, *Learning Activities, *Newspapers, Reading Skills, Study Skills, Teaching Techniques, Vocabulary Development

This publication describes classroom activities that teach language arts skills through the use of newspapers and magazines. The activities, which include activities for individuals and for groups, involve students in reading and learning about numerous items in the newspaper, including comics, advertisements, editorials, news stories, and featured recipes. The activities are organized according to the following skills, which they are designed to teach: reading comprehension (main idea, sequence, locating information, critical reading, and comprehension at all levels);

skimming and scanning; vocabulary development; study skills; and writing skills. The publication also lists sources of newspaper-related instructional materials and provides a brief bibliography of books and articles that deal with using the newspaper in the classroom. A glossary of newspaper terminology is included. (GW)

ED 144 071 CS 203 597
Brucoli, Matthew J., Ed. Clark, C.E. Frazer, Jr., Ed.

Papers: The World of Books, Writers, and Writing.

Volume 1.

Pub Date 76

Note—304p.

Available from—Gale Research Co., Book Tower, Detroit, Michigan 48226 (\$24.00 cloth)

Document Not Available from EDRS.

Descriptors—*American Literature, *Authors, *Books, Broadcast Industry, Composition (Literary), Literary Analysis, *Literature, *Publishing Industry, United States History, *Writing

This collection provides an inside view of the world of books, writers, and writing. The 33 separate contributions include excerpts from James Dickey's personal log that provide insights into the process of writing a novel; excerpts from the diary of John Shaw Billings, the first managing editor of "Life," that describe the launching of that magazine; a description of a day at Sotheby's in London; a brief autobiography by Jesse Stuart; descriptions and reproductions from the collection of the American Antiquarian Society; Ring Lardner's previously unpublished vernacular libretto for the opera "Carmen"; observations on the American penchant for writing; a profile of the Southern Illinois University Press; an account of reading materials of early American whalers; commentary by four mystery writers on their detective heroes; and personal accounts by a paperback book publisher, a screenwriter, a television writer, a book marketer, a dust jacket designer, and two book collectors. Other articles discuss the lives and works of numerous authors, including Erskine Caldwell, Joseph Heller, John O'Hara, Ernest Hemingway, and Maurice Sendak. The book is illustrated with photographs, sketches, and reproductions of manuscript pages and book illustrations. (GW)

ED 144 072 CS 203 598
Ramond, Charles

Advertising Research: The State of the Art.

Association of National Advertisers, Inc., New York, N.Y.

Pub Date 76

Note—136p.

Available from—Association of National Advertisers, Inc., 155 East 44th Street, New York, N.Y. 10017 (\$15.00 cloth)

Document Not Available from EDRS.

Descriptors—Budgeting, Communications, *Information Dissemination, Literature Reviews, Marketing, Mass Media, *Media Research, *Merchandise Information, *Merchandising, Public Relations

Identifiers—*Advertising

This book summarizes and appraises current knowledge and practice in the field of advertising research. The material is presented under the following chapter headings: aim and scope, how advertising communicates, how advertising sells, theme research, selecting target audiences, copy research, studies of advertising frequency, media research, budget research, and the future of advertising research. Appendixes listing advertising research reviews and references are included. (RL)

ED 144 073 CS 203 600
O'Hare, John

Gobbledygook Has Gotta Go.

Bureau of Land Management (Dept. of Interior), Washington, D.C.

Pub Date 75

Note—108p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 024-011-00002-0, Write for price)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, *Composition Skills (Literary), *Expository Writing, *Government Publications, Language Usage, Sentence Structure, *Technical Writing, *Writing Skills, Written Language

Frequently, government writing is filled with complex and obscure jargon, or "gobbledygook." This book was written for Bureau of Land Management (BLM) employees, in order to call their attention to the need for simple, concise writing. The first two chapters provide a formula for judging the difficulty of a piece of writing and show how writers can use the formula in attempting to simplify their writing. Other chapters discuss the following topics: words and their meanings; avoiding the use of obscure technical jargon; avoiding complexity and pomposity in writing; using specific, concrete words to convey abstract ideas; writing sentences that say what they are intended to say; using active verbs to enliven writing; using effective word order in sentences; observing basic principles of good writing; the high monetary cost of using more words than are necessary in writing; and writing news releases. The book includes numerous examples of "gobbledygook" in BLM publications and discusses ways in which the examples might be improved. (GW)

ED 144 074 CS 203 601
Manchikes, Alice W., Ed.

Issue on Censorship.

Kentucky Council of Teachers of English, Louisville.

Pub Date 74

Note—32p.; The Kentucky Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—Kentucky English Bulletin; v24 n1 Entire Issue Fall 1974

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Freedom, Case Studies, *Censorship, Elementary Secondary Education, *English Instruction, Literature, Questionnaires, *Reading Materials, Secondary School Teachers, State Legislation, *State Surveys, Teacher Associations, *Teacher Welfare

Identifiers—*Kentucky
This journal focuses on the censorship of reading materials employed by English teachers in public school classrooms. Separate articles include tongue-in-cheek instructions for how to burn a book; a report on recent censorship trends and actions taken by the National Council of Teachers of English and by the Kentucky Council of Teachers of English to provide for the study of censorship incidents and for guidance for teachers involved in censorship issues; case studies of three Kentucky incidents involving attempted censorship by a student, by the religious community, and by a parent; a report on results of a 1973 survey of Kentucky secondary school teachers regarding the extent of the censorship problem in Kentucky, censorship policies prepared by schools, and the results of various censorship cases; a statement on the issue of academic freedom for public school teachers; and a discussion of protection granted to educators under Kentucky obscenity laws. The journal includes a sample form to be used for a "Citizen's Request for Reconsideration of a Book," and it also includes the questionnaire employed in the 1973 survey of secondary teachers. (GW)

ED 144 075 CS 203 602
Lamb, Pose

Case Grammar and the Elementary School Language Arts Curriculum?

Pub Date Apr 77

Note—14p.; Paper presented at the Annual National Conference on Language Arts in the Elementary School (9th, Phoenix, Arizona, April 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, English Curriculum, *English Instruction, *Grammar, *Language Arts, *Teaching Techniques

Identifiers—*Case Grammar, *Fillmore (Charles)
This paper provides a brief introduction to the principles underlying Charles Fillmore's case grammar, contrasts it with other approaches to grammar, and suggests ways in which case grammar could be used in the language arts curriculum. Examples of the transparencies to which the text refers are included. (AA)

ED 144 076 CS 203 603
Chappell, James H.

Increasing Linguistic Self-Respect through Sentence Combining.

Pub Date 77

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition

and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, *Composition Skills (Literary), *English Instruction, Higher Education, *Linguistic Competence, *Self Concept, *Sentence Combining, *Syntax, Writing Skills

This paper discusses the use of simple sentence-combining exercises as a way to show students the unlimited capacity of their own language. Using sets consisting of eight, six, four, and three sentences, no two students of the 27 in a freshman composition class produced identical rewrites of any one set. Such exercises are useful for instilling a measure of linguistic self-respect early in the course. (AA)

ED 144 077 CS 203 604
Sipple, Jo-Ann M.

Instructional Strategies for Teaching Writing.

Pub Date 77

Note—13p.; Paper presented at the Annual Meeting on the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, *Composition Skills (Literary), Educational Strategies, *English Instruction, Higher Education, Learning Modules, *Learning Theories, Programmed Instruction, *Sequential Learning, *Teaching Techniques, *Writing Exercises

This paper discusses strategies for teaching college composition, emphasizing "mechanical-meaningful-communicative" (M-M-C) sequencing. Under the M-M-C sequence, a student performs the following exercises: mechanical exercises, which build success in stimulus-response learning; meaningful exercises, which provide stimuli for problem-solving tasks; and communicative exercises, which promote individual writing strategies developed from the stimulus-response experiences. Thus, the M-M-C strategy combines behavioral and cognitive learning theories to facilitate writing development. Modular learning and programmed instruction are also presented as strategies to be used within the M-M-C sequence. (RL)

ED 144 078 CS 203 605
Hertz, Vivienne

Cognitive-Field Implications for the Teaching of Technical Writing.

Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the International Conference on Improving University Teaching (3rd, Newcastle-upon-Tyne, England, June 8-11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Composition Skills (Literary), *Diagnostic Teaching, *Diagnostic Tests, Educational Objectives, *Individualized Instruction, *Learning Theories, Post Secondary Education, *Self Evaluation, Teaching Methods, *Technical Writing

Cognitive-field psychology is discussed as an alternative to the behavioral model in planning and structuring instructional programs. Applications are discussed in the general area of instruction of adult students in technical writing. Various types of formal and informal approaches to self-assessment at the beginning of such courses are considered, as are means of individualization and self-pacing after the assessments are complete. (AA)

ED 144 079 CS 203 606
Holloran, S. M.

On Rhetorical Autonomy.

Pub Date 77

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Changing Attitudes, Communication (Thought Transfer), *Composition (Literary), *English Instruction, Higher Education, *Individualism, *Rhetoric, *Rhetorical Criticism, *Social Responsibility

This paper discusses changing attitudes in rhetorical theory, contrasting classical rhetoric's emphasis on an orator's social powers and responsibilities with current emphasis in composition textbooks on individual creativity and self-expression. The paper suggests that the implica-

tions of both attitudes should be considered when teaching composition. (RL)

ED 144 080 CS 203 608

Moore, Robert B.
Racism in the English Language.
Council on Interracial Books for Children, Inc.,
New York, N.Y.
Pub Date [76]
Note—23p.

Available from—The Racism and Sexism
Resource Center for Educators, 1841 Broad-
way, New York, N.Y. 10023 (\$2.00 paper)

**EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.**

Descriptors—American English, American Indi-
ans, *Blacks, Elementary Secondary Education,
*English, English Instruction, Ethnocentrism,
Higher Education, *Language Usage, *Learn-
ing Activities, Lesson Plans, Minority Groups,
*Racial Discrimination, *Racism

This publication includes a study essay that
discusses numerous ways in which the English
language reflects and promotes racism. Among
the topics discussed are black/white color sym-
bolism, terms that reflect obvious bigotry, terms
that reflect ethnocentrism on the part of white
people, politics and terminology, and "loaded"
terms that are used to refer to Africans and to
Native Americans. The publication then provides
a lesson plan for teaching students at all educa-
tional levels to recognize racism in the English
language and to learn to use less racist language,
and it suggests specific classroom activities.
(GW)

ED 144 081 CS 203 609

Cottam, Keith M. Pelton, Robert W.
**Writer's Research Handbook: The Research Bible
for Freelance Writers.**

Pub Date 77
Note—125p.
Available from—A.S. Barnes & Co., Inc., Box
421, Cranbury, New Jersey 08512 (\$7.95
cloth)

Document Not Available from EDRS.

Descriptors—A's, Dictionaries, Directories,
Encyclopedias, *Information Sources, Library
Materials, *Library Reference Services,
Reference Books, *Reference Materials,
*Research Tools, *Resource Materials,
Resources, *Writing, Yearbooks

This book's purpose is to aid the researcher-
writer in locating information from a variety of
fields. It describes over 200 basic reference
sources, and groups them according to the fol-
lowing types of information: background infor-
mation, magazine or newspaper articles, books,
definitions, fact sources, biography, quotations,
statistics, geographical information, government
publications, news perspective, writing markets,
contests, awards, financial aid, and tips for the
researcher-writer. (RL)

ED 144 082 CS 203 610

Gordon, George N.
**The Communications Revolution: A History of
Mass Media in the United States.**

Pub Date 77
Note—328p.
Available from—Hastings House, Publishers, Inc.,
10 East 40th Street, New York, New York
10016 (\$14.95 cloth, \$7.95 paper)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Films,
*Historical Reviews, *Journalism, *Mass
Media, Media Technology, *Newspapers,
Periodicals, Radio, Television

This book is a historical survey of mass com-
munications in the United States. It discusses the
development of print, film, and broadcast media
within social, cultural, political, and economic
contexts, from the first colonial newspapers to
cable television. Some attention is given to con-
tributions from abroad, especially from England
and Europe, and particular emphasis is placed on
the last one hundred years. (RL)

ED 144 083 CS 203 611

Koch, Kenneth
**I Never Told Anybody: Teaching Poetry Writing
in a Nursing Home.**

Pub Date 77
Note—245p.
Available from—Random House, Inc., 201 E.
50th St., New York, New York 10022 (\$8.95
cloth)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Creative
Writing, *Educational Gerontology, *Group In-
struction, *Nursing Homes, Older Adults,
*Poetry, Post Secondary Education, Senior
Citizens, *Teaching Techniques

This book describes the group instruction of
poetry writing in a nursing home and contains
poems, written individually and collectively,
resulting from that workshop and others like it.
During each workshop session, the author
presented subjects or ideas to be used in poems,
recorded individual and group responses, and
read back the finished products to the class. The
author's emphasis on the positive aspects of all
the contributions made his students more recep-
tive to the notion of writing poetry and more
responsive in the workshop. The collection of
poems from this and subsequent workshops is or-
ganized according to each lesson's subject. (RL)

ED 144 084 CS 203 612

**Suspensions and Due Process: An Analysis of
Recent Supreme Court Decisions on Student
Rights.**

Robert F. Kennedy Memorial, Washington, D.C.
Pub Date 28 Feb 75

Note—24p.; Not available in hard copy due to
marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not
Available from EDRS.**

Descriptors—*Constitutional Law, *Due Process,
Elementary Secondary Education, Legal
Problems, *School Attendance Legislation, Stu-
dent Records, *Student Rights, *Supreme
Court Litigation, *Suspension

Identifiers—*Goss v. Lopez, Wood v. Strickland

In "Goss v. Lopez," the Supreme Court held
that students have a right to a free public educa-
tion, which cannot be taken away by school of-
ficials through suspensions, even temporarily,
without due process of law. In "Wood v.
Strickland," the Court further extended students'
rights by ruling that, in the context of school
discipline, school officials may be sued by stu-
dents for money damages for violation of con-
stitutional rights. It is the purpose of this booklet
to analyze and interpret the impact of these two
decisions for students. Questions and answers on
due process and suspensions are discussed, and
options for recourse in the case of suspension are
elaborated. In addition, school records and the
privacy rights of students and parents are ex-
amined. A list of resource materials and groups
that are concerned with students' legal rights is
provided, and a summary of the Supreme Court's
decision in the case of "Goss v. Lopez" is
reproduced from "The United States Law
Week." (KS)

ED 144 085 CS 203 613

Coleman, Phoebe B.
**Teaching Fundamentals of Writing: A Modest
Proposal.**

Pub Date 77
Note—16p.; Paper presented at the Annual Meet-
ing of the Conference on College Composition
and Communication (28th, Kansas City, Mis-
souri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), Compo-
sition Skills (Literary), *Educationally Disad-
vantaged, *Educational Objectives, English In-
struction, Higher Education, *Individualized In-
struction, *Mastery Learning, *Student Cen-
tered Curriculum, Teaching Procedures

Identifiers—Macrorie (Ken), Moffett (James),
Taxonomy of Educational Objectives

This paper discusses the teaching approaches
used in a basic composition course designed for
educationally disadvantaged students. The course
integrates three approaches: mastery teaching and
learning; James Moffett's student-centered natu-
ralistic curriculum; and Ken Macrorie's Third
Way, which combines freedom and discipline in a
writing workshop. These approaches use a variety
of methods and materials especially helpful to
educationally disadvantaged students. Two at-
tached handouts provide an outline of the course
and a sample hierarchy of learning skills and their
attendant learning activities. (RL)

ED 144 086 CS 203 614

Comments and Exercises on Historical Linguistics.
National Council of Teachers of English, Urbana,
Ill.

Pub Date 67
Note—41p.

Available from—National Council of Teachers of
English, 1111 Kenyon Road, Urbana, Illinois
61801 (Order No. 27665, \$2.25 non-member,
\$1.55 member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Diachronic Linguistics, *English,
*English Instruction, Higher Education, In-
structional Materials, *Linguistics, Literary His-
tory, *Literature, Secondary Education

These exercises, prepared by the National
Council of Teachers of English Commission on
the English Language, focus on six literary works
significant to the history of the English language:
"Beowulf," "The Peterborough Chronicle,"
Chaucer's "Canterbury Tales," Caxton's prologue
to "The Boke of Eneydos," the second quarto of
Shakespeare's "Hamlet," and Pope's "Epistle to
Bathurst." Each exercise contains a discussion of
the work and its place in the history of the En-
glish language, printed text of the facsimile page,
and questions for students. (AA)

ED 144 087 CS 203 615

Piorkowski, Joan L.
**Overcoming Student and Faculty Resistance to
Remediation: Course-Related Tutoring in Com-
munication Skills.**

Pub Date 77
Note—8p.; Paper presented at the Annual Meet-
ing of the Conference on College Composition
and Communication (28th, Kansas City, Mis-
souri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *Communication
Skills, Higher Education, *Minority Groups,
Negative Attitudes, *Nursing, *Remedial Pro-
grams, Student Attitudes, Teacher Attitudes,
*Tutorial Programs

Identifiers—University of Wisconsin Madison

The Equal Opportunity Program of the School
of Nursing at the University of Wisconsin at
Madison has, in the past, had the problem of low
graduation rates. Attempts by the staff to develop
better methods for retaining students have
resulted in a program that offers one-to-one tu-
torial help in basic communication skills. Skills
training that is related to the courses in which
students are enrolled has been found to be an ef-
fective way of changing the negative attitudes
that both students and faculty have toward tu-
toring programs. Results have been promising;
attendance at tutoring sessions and student grade-
point averages have both improved significantly.
(KS)

ED 144 088 CS 203 616

**Communication Arts Curriculum: A Model Pro-
gram. Revised.**

Tamaqua Area School District, Pa.
Pub Date [77]

Note—183p.; See related document ED109710
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Career Exploration, *Curriculum
Guides, *Fine Arts, Occupational Information,
*Practical Arts, Program Descriptions, Program
Evaluation, Questionnaires, Senior High
Schools, *Speech Communication, Student
Centered Curriculum, *Summer Workshops,
*Theater Arts

This publication describes, in three sections, a
high school Communication Arts Curriculum
(CAC) program designed to further students'
communication skills as they participate in stu-
dent-centered learning activities in the fine arts,
the practical arts, and the performing arts. "Pro-
gram Operation" includes a course outline and
inventories for measuring students' attitudes and
knowledge, and presents guidelines for such
aspects of the program as selecting students,
scheduling, individualizing instruction, training
teachers, and evaluating students. "Procedure"
discusses the development of program guidelines,
describes summer workshops in which teachers
learned about the CAC program and worked with
students, and includes daily summer workshop
schedules, student guidelines for the CAC pro-
gram, and summer workshop evaluation ques-
tionnaires for students and for teachers. "Taxonomy"
classifies numerous occupations in the arts and
lists basic area skills, related skill areas advanced
skill areas, and resources for each occupation.
(GW)

ED 144 089 CS 203 617

Jennings, Kathleen
Planning the Remedial Composition Curriculum.
Pub Date 77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Freshmen, *Composition Skills (Literary), *Course Content, Educational Diagnosis, English Curriculum, *English Instruction, *Guidelines, Higher Education, Individual Instruction, Program Development, *Remedial Courses, Remedial Programs, School Surveys, Success Factors

A questionnaire sent to universities across the United States, asking for information about remedial English programs, yielded responses from 85 universities. Analysis of the responses resulted in the formulation of seven rules for organizing a successful remedial English course: (1) Don't bind the course to a textbook. (2) Aim the course toward the writing of sentences that are related to one another. (3) Begin the course with a diagnostic test and a writing sample, and start work on some common ground of error. (4) Plan to revise your plan. (5) Keep the students active. (6) Work on a tutorial basis as much as possible. (7) Have the students write every day. In planning a remedial composition program based on these rules, two sets of variables must be considered: those related to the university system—class size, time allotted for the course, and teacher competence—and those related to the students—attendance, attitude, and ability. Experiences in conducting a remedial composition program demonstrate that such a program can be successful. (GW)

ED 144 090 CS 203 618

Fassler, Barbara

All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills.

Pub Date 77

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Basic Skills, *College Faculty, English Departments, *Graduation Requirements, Higher Education, Inservice Teacher Education, Interdisciplinary Approach, *Program Descriptions, Skill Development, *Teacher Responsibility, Tutorial Programs

The English department at Central College (Pella, Iowa) has implemented a program that involves the entire faculty in the development of students' basic skills. The program's support system for students and faculty includes the following components: a skills laboratory staffed by a full-time skills coordinator and by trained student tutors selected by faculty members in all disciplines; in-service workshops to help faculty members develop students' basic skills in content-area courses; frequent written and oral communication with faculty members to obtain their suggestions for the program; and systematic record keeping to keep track of the skills development of each student. The entire faculty assumes responsibility in two ways for the development of students' basic skills: by structuring skills development into their courses and by insuring that all students reach a certain minimum level of competence before graduation. (GW)

ED 144 091 CS 203 619

Abrahamson, Richard F.

Storytelling: Oral Interpretation in the Senior High School.

Pub Date [77]

Note—6p.; Report prepared at University of Houston

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Childrens Books, Elementary School Students, *English Instruction, Grade 11, *Interpretive Reading, Interscholar Communication, Literary Analysis, *Literature Appreciation, Senior High Schools, Speech Communication, *Story Telling, *Teaching Techniques

In an eleventh-grade unit, students studied and practiced the art of storytelling and then went into elementary classrooms to tell stories to first-grade and second-grade children. Students prepared for the storytelling sessions by reading books on storytelling techniques, inviting a local storyteller to class and then videotaping and studying her presentation, and—with the aid of an elementary school librarian—choosing books to

read to the children. The unit helped students to learn about elements of literature, as they examined children's books to choose those they would read, and it also helped to increase students' oral interpretation skills and composure before an audience. In addition, the unit established communication between the elementary and secondary schools and related to the home economics teacher's unit on child development and parenthood. (GW)

ED 144 092 CS 203 620

Shaw, Patrick W.

Teaching Assistants in the New Century.

Pub Date 77

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Change, Educational Economics, *Financial Problems, Financial Support, *Futures (of Society), Graduate Students, Higher Education, *Prediction, *Student Financial Aid, *Teaching Assistants, Universities

This paper outlines aspects of teaching-assistant programs that make them beneficial to graduate students and to the undergraduates they teach; it then examines faults of the teaching-assistant concept and discusses the original assumptions on which the concept was based. The paper predicts the demise of the teaching-assistant concept in the next quarter century, noting that increasing cuts in educational funding, due to legislative and public disillusionment with current educational programs, will cause the teaching-assistant program to become a luxury that universities cannot afford. The conclusion of the paper laments the predicted end of the teaching-assistant program and offers predictions about the nature of future graduate programs and about the types of financial assistance that will be available to future graduate students. (GW)

ED 144 093 CS 203 621

Smith, Eugene

Composition Topics that Fructify.

Pub Date Mar 77

Note—16p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (5th, Seattle, Washington, March 11-12, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Composition (Literary), *Composition Skills (Literary), *Educational Theories, *English Instruction, Guidelines, Higher Education, *Self Expression, *Teaching Techniques

This discussion gives a rationale for providing options for extrapolation within the context of composition topics. Whether topics are specified by someone other than the writer or are self-chosen, they "fructify" according to the composer's sense of purpose and audience. Developing such a sense has not been a prominent part of the typical school composition assignment. A teacher can productively intervene in the invention process by constructing assignments that do not restrict subject matter but that do invite extensive exploration of specific composer/audience/subject relationships. Heightening students' awareness of these relationships can be a more helpful teaching strategy than the invocation of customary conventions of composition form. (KS)

ED 144 094 CS 203 622

Herzog, Tobey C.

Sport in the Composition Class.

Pub Date 77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Athletics, College Freshmen, *Composition (Literary), Composition Skills (Literary), *Course Descriptions, *English Instruction, Higher Education, Learning Activities, Literary Criticism, *Literature, Literature Appreciation, Student Motivation, *Teaching Techniques, Units of Study

This paper describes a freshman composition course that is taught through the use of sports literature. The first part of the paper considers

the merits of a literature-based composition course, the value of a topic-oriented approach to writing, and the benefits of reading and writing about sports. The second section discusses sequential course units, in which students participate in the following activities: general discussion and free writing on the subject of sports; reading samples of sports writing and writing personal narratives and pieces of sports reporting; studying and writing about the role of sports in society; reading literature related to sports and writing short critical essays based on the reading selections; and preparing a final piece of writing in any form. The conclusion of the paper notes the success of the course in motivating students—whether or not they are sports enthusiasts—to read and to write. (GW)

ED 144 095 CS 203 623

Jones, Victor H., Ed.

Focus on Literature for Children and Young Adults.

Indiana Council of Teachers of English, Terre Haute.

Pub Date 77

Note—47p.; The Indiana Council of Teachers of English is an affiliate of the National Council of Teachers of English; Some parts may be marginally legible due to print size

Journal Cit—Indiana English Journal; v11 n4 Entire Issue Sum 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescent Literature, *Annotated Bibliographies, Audiovisual Aids, Characterization, *Childrens Literature, Comics (Publications), Elementary Secondary Education, English Education, *English Instruction, *Literary Analysis, Literary Conventions, Literature Appreciation, Poetry, *Reading Materials

Identifiers—Transactional Analysis

Separate articles in this journal discuss the treatment of controversial themes in current adolescent novels; literature for teenagers that deals realistically with family life; teaching students to apply the concepts of transactional analysis to the study of literary characters; teaching students how to interpret poetry; and using comic-book stories about "Uncle Scrooge" to teach about literary conventions. Two annotated bibliographies present two types of resources: magazines that frequently publish articles about adolescent literature, and recordings, filmstrips, and films of literary classics for children. The journal also includes the "Statement on the Preparation of Teachers of English and the Language Arts" prepared by the National Council of Teachers of English. (GW)

ED 144 096 CS 203 624

Literacy and World Population. Population Bulletin No. 2, Vol. 30.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date [76]

Note—31p.; A publication of the Population Reference Bureau, Inc.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Demography, Developing Nations, Economic Development, *Family Planning, *Foreign Countries, *International Studies, *Literacy, Literacy Education, *Population Trends, World Problems

Identifiers—Thailand

This bulletin examines aspects of world literacy with regard to population projects and family planning. Discussion includes the presentation of perspectives, definitions, and statistics concerning literacy. The role of literacy in economic development is examined; specific topics include adult and school-age illiteracy, rural and urban illiteracy, the status of women, financing literacy and family planning programs, and difficulties encountered by literacy programs. Approaches to literacy are discussed as they relate to the facilitation of literacy, economic factors, literacy campaigns and mass education, non-literacy-based education, sociopolitical emancipation, and functional education. Implications for family planning are delineated, and a case study involving a national population project in Thailand is described. Several tables of statistics are provided. (KS)

ED 144 097 CS 203 625

Aquino, John

Fantasy in Literature.

National Education Association, Washington, D.C.

Pub Date 77

Note—54p.

Available from—NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$3.50 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Elementary Secondary Education, English Instruction, *Fantasy, Language Development, Literary Analysis, *Literature, *Literature Appreciation, Mythology, Reading Materials, Tales, *Teaching Methods, *Thought Processes

This report discusses the opposition to fantasy, as well as the support for it, both as an activity of the mind and as literature, and concludes that fantasy literature is useful in promoting language development and literature appreciation. The report then discusses characteristics of fantasy literature, lists works suitable for class use, and offers suggestions for teaching fantasy literature at various grade levels. Suggestions are provided for guiding classes in studying myths, specific fairy tales, and works by Lewis Carroll, J.R.R. Tolkien, James Stephens, and C.S. Lewis. The report includes a bibliography of additional resource materials that deal with fantasy and fantasy literature. (GW)

ED 144 098

CS 203 626

Broussard, E. Joseph. Blackmon, C. Robert. "On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.

Louisiana State Univ., Baton Rouge.

Pub Date Jul 77

Note—25p.; Research Report; Vol. 1, No. 1, July 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, Censorship, *Court Litigation, Educational Research, *Faculty Advisors, *Freedom of Speech, Legal Problems, Legislation, *Principals, School Newspapers, School Surveys, Secondary Education, *Student Opinion, *Student Publications

Identifiers—First Amendment

This study surveyed principals, sponsors, advisers, and student editors concerning their knowledge of communication law in relation to freedom of the press under the First Amendment. Relevant court decisions were selected and the circumstances of ten composite cases were formulated; respondents were asked to indicate, for each case, how a judge might decide. From 31 states, 126 schools were selected for study—a total of 42 principals, 61 advisers, and 48 student editors completed the questionnaire. In addition to questions based on case-law decisions, general information about respondents' background, education, and journalistic experience was solicited. Data were tabulated with regard to the relationship between correct responses to the case-law items and general information. It was concluded that, if the general lack of knowledge displayed by principals in the survey was not attributable to their answering the questions on the basis of their personal values, then more attention should be given to First Amendment rights in education-law courses. Other recommendations included the formulation of guidelines, employment of advisory boards, use of in-service education programs, and so on. (KS)

ED 144 099

CS 203 627

Sadowsky, Roland E.

Freshman Speech, Freshman Writing: A Linguistic Comparison.

Pub Date 77

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Freshmen, Comparative Analysis, Composition Skills (Literary), *Educational Research, English Instruction, Higher Education, *Language Patterns, Language Usage, Linguistic Performance, *Sentence Structure, *Speech Skills, Vocabulary, *Written Language

This paper reports on a study in which the speech and the writing of college freshmen were compared. Spoken samples were gathered from classroom discussion; written samples were taken from pieces written on the discussion material in a later class session. Spoken and written samples from an "A" student, a "B₊" student, a "B" student, and a "C" student and a written sample

from an "F" student were assessed with regard to such language measures as number of syllables per word, number of words per sentence, percentage of simple sentences, number of embeddings per sentence, percentage of uncommon words, and use of different parts of speech. The paper discusses numerous questions raised by the study and notes implications for the teaching of composition. (GW)

ED 144 100

CS 203 628

Freeman, Joanna M.

Cooperative Education: An Alternative for English Majors.

Pub Date 77

Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cooperative Education, *Cooperative Programs, Employment Opportunities, English Curriculum, *English Departments, *English Programs, Higher Education, *Liberal Arts Majors, *Program Development, Work Study Programs

This paper describes the steps necessary for starting a cooperative education program for English majors. Though not all English majors can use cooperative education to advantage, such a program is an educational alternative that allows people who have no definite career goals to develop job opportunities while staying in school. Sample forms used in a cooperative education program are included. (RL)

ED 144 101

CS 203 629

Donlan, Dan

The Affective Goals of Continuing Education.

Pub Date Feb 77

Note—15p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (19th, Los Angeles, February 18-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Objectives, *Articulation (Program), Educational Objectives, Elementary Secondary Education, English Curriculum, English Education, *English Programs, Higher Education, *Inservice Teacher Education, *Language Arts, *Program Coordination

Identifiers—*Taxonomy of Educational Objectives

This paper presents a case study of English-program articulation from kindergarten through college level, emphasizing David Krathwohl's taxonomy of educational objectives and inservice education programs developed jointly by departments of education and school districts. Using Krathwohl's sequence—receiving, responding, valuing, forming a value complex, and acting in consistency with the value complex—the teachers and administrators in the case study, who were involved at specific educational levels, became aware of each other's problems, as they all worked to reach a common goal: unification of the English language arts curriculum from kindergarten through the college level. (RL)

ED 144 102

CS 203 630

Coe, Richard M.

Rhetoric and Composition: An Overview.

Pub Date 77

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Composition (Literary), *English Instruction, Higher Education, *Literary Conventions, *Process Education, *Rhetoric, Secondary Education

This paper discusses the significance of a rhetorical approach to composition instruction, an approach that shifts emphasis from the finished product to the process. Using the rhetorical approach, composition teachers do not prescribe which forms of discourse are the "correct" ones, always to be used, but show their students how to develop principles by which appropriate forms are chosen, forms that most effectively present the content of the discourse. (RL)

ED 144 103

CS 203 631

Ribovich, Jerilyn K.

Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children.

Pub Date [76]

Note—43p.; Study prepared at West Virginia University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comprehension, Grade 1, Intelligence Factors, *Language Research, Measurement Instruments, Primary Education, *Reading Comprehension, *Reading Research, Speech Communication, Standard Spoken Usage, *Syntax, *Test Construction

Identifiers—*Oral Language

This study was designed to develop an instrument to measure comprehension of oral-language syntactic structures, to establish the validity and reliability of the instrument, and to determine the nature of the relationship between comprehension of syntactic structures in oral language and reading comprehension. The Comprehension of Selected Oral Language Syntax Test (COSOLST) was administered to 14 first-grade subjects from each of nine schools in Fairfax County, Virginia. The study's finding that comprehension of syntactic structures in oral language was related to reading comprehension may account, in part, for variance in scores on intelligence tests. The possible uses of the COSOLST are outlined; tabulations of data, an example of picture choices that accompanied written descriptions on the test, a list of the sentences that appeared on the test, a glossary of terms, and a bibliography complete the discussion. (KS)

ED 144 104

CS 203 632

Winkeljohn, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—400-75-0029

Note—34p.; Some parts may be marginally legible due to print size

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 38515, \$7.50 member, \$1.25 non-member)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Curriculum Evaluation, *Curriculum Guides, Curriculum Planning, Elementary Secondary Education, *English Curriculum, English Instruction, *Evaluation Criteria, *Language Arts, Program Development

The curriculum guides listed and annotated in this publication have been collected to publicize good curriculum planning and guide writing and to serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. Contents consist of selected guides reviewed and recommended in 1975, 1976, and 1977; revised lists of criteria for the planning and evaluation of English language arts curriculum guides; a list of the members of the 1977 National Council of Teachers of English Committee on Curriculum Bulletins; and information for ordering ERIC documents. (GW)

ED 144 105

CS 203 633

Clapp, Ouida And Others

Teaching the Basics—Really! Classroom Practices in Teaching English, 1977-1978.

National Council of Teachers of English, Urbana, Ill.

Pub Date 77

Note—158p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06870, \$3.95 member, \$4.75 non-member)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Basic Skills, *Composition Skills (Literary), Creative Thinking, Elementary Secondary Education, *English Instruction, Group Discussion, Higher Education, Language Arts, Listening Skills, *Literature Appreciation,

*Reading Instruction, Reading Skills,
*Teaching Techniques, Writing Skills

The 32 articles in this book, contributed by teachers from all educational levels, offer practical suggestions for teaching basic language skills. The articles are grouped into six sections: (1) classroom ideas for strengthening reading skills of elementary, secondary, and college students; (2) methods for introducing basic composition skills such as the analysis, summary, evaluation, outlining, and documentation of ideas; (3) techniques for teaching two essential but often overlooked steps in writing; (4) approaches for dealing with some of the finer points of punctuation, spelling, and grammar (specifically, sentence combining and sentence modeling); (5) exercises to teach elementary students how to listen, to encourage divergent thinking in secondary students, and to teach discussion skills; and (6) methods for sharpening students' skills in criticism and for promoting appreciation of literature and film. (GW)

ED 144 106 CS 203 634

Stine, Peter W.
"Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors.

Pub Date 77
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—College Freshmen, *Composition (Literary), *Composition Skills (Literary), *English Instruction, Grammar, Higher Education, *Oral Reading, *Teaching Techniques

This paper suggests that oral reading of written composition can be an effective method of sensitizing students to the presence of grammatical and logical errors. A sample paragraph is used to illustrate the technique; guidelines for use include the suggestions that students be asked to look for one particular type of compositional error (such as subject/verb disagreement) and that they strive to reproduce the actual sense of the text, even when that text is wordy or lacks logic. The limitations of the oral-reading technique, as well as its possible applications in small-group and one-to-one teaching situations, are discussed. (KS)

ED 144 107 CS 203 635

Shuman, R. Baird
Questions English Teachers Ask.

Pub Date 77
Note—212p.
Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$5.95 paper, \$8.95 cloth)

Document Not Available from EDRS.

Descriptors—College Bound Students, *College School Cooperation, *Composition (Literary), Drama, *English Instruction, Higher Education, Listening, *Literature, Nonstandard Dialects, *Reading, Secondary Education, Speaking, Spelling, Surveys, *Teacher Role, Vocabulary

This volume is based on the responses of 374 English teachers at the secondary and college levels to a letter asking them to describe the questions that most perplex them professionally. Answers are provided by 88 leaders in English education, including James R. Squire, Walter H. MacGinitie, R. Baird Shuman, Sheila Schwartz, and Ken Macrorie. The teachers' questions are grouped into ten sections: professional concerns, writing, reading, literature, drama, grammar, dialects, speaking and listening, spelling and vocabulary, and articulation with higher institutions. In addition to bibliographic references made in the answers to specific questions, a bibliographical afterword, listing additional resources, is provided. (KS)

ED 144 108 CS 203 637

Malmstrom, Jean
Understanding Language: A Primer for the Language Arts Teacher.

Pub Date 77
Note—163p.
Available from—St. Martin's Press, 175 Fifth Avenue, New York, New York 10010 (\$12.95 cloth, \$4.95 paper)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Composition Skills (Literary), Dialects, Dictionaries, Elementary Education, *English Instruction, Grammar, *Language Arts, Language

Development, Language Usage, *Linguistics, *Linguistic Theory, *Literature Appreciation, *Reading Instruction, Textbook Evaluation

This volume aims to bridge the gap between language arts teaching and linguistic theory. Part one discusses selected aspects of linguistics that are relevant to language arts teaching: the acquisition and development of language during childhood; the English sound system and its relation to spellings and meanings; traditional, structural, and transformational grammars; the history of the English language; and dialects, dictionaries, and usage. Part two explains how teachers can apply linguistic theory to instruction in reading, literature, and writing. A language arts textbook evaluation instrument, an annotated bibliography of references, and an index complete the volume. (KS)

ED 144 109 CS 203 638

Cianciolo, Patricia Jean
A Look at the Modern Fantasy Currently Available to Young Readers.

Pub Date Apr 77
Note—14p.; Paper presented at the Annual National Conference on Language Arts in the Elementary School (9th, Phoenix, Arizona, April 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Childrens Books, *Childrens Literature, Creative Thinking, *Fantasy, *Fiction, Imagination, Literary Analysis, *Literary Conventions, *Literary Criticism, Literary Genres, Literary Styles, Literature Reviews, Reading Materials

This paper examines the fantasy literature that is currently available to young readers. Twenty-two children's books are listed and discussed under the following topics: good storytelling and lively imagination, recurring themes, satires and word play, original fairytales, and works that reflect the divided self, the occult, and parapsychology. It is suggested that the value of this type of literature is that it promotes creative, imaginative thinking in young readers, enabling them to consider alternative views of life. (RL)

ED 144 110 CS 501 679

Hall, Robert N., Ed.
A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation.

Pub Date Apr 77
Note—54p.; Report prepared at Speech Communication Association; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Faculty, Community Colleges, Doctoral Programs, *Faculty Evaluation, Faculty Workload, *Graduate Study, Higher Education, *Job Placement, Job Tenure, Minority Group Teachers, Professional Associations, *Program Evaluation, *Speech Communication, *Symposia

This document, which focuses on practices in postsecondary speech communication programs, includes the Association for Communication Administration statement on faculty hiring, retention, and tenure. Other sections present a description and assessment of graduate degree programs in speech communication; results of a survey of job placement in the field of speech communication; guidelines for institutional self-study; a rating of specific doctoral programs in speech communication; and discussions of faculty workloads, minority placement, and the evaluation of faculty for promotion and tenure at four-year colleges and at community colleges. (GW)

ED 144 111 CS 501 774

Gottesman, Ronald, Ed. Benamou, Michel, Ed.
Film: Interdisciplinary Approaches to Theory and Teaching, Part One.

Pub Date Aug 76
Note—120p.; See related document CS501775
Journal Cit—Quarterly Review of Film Studies; v1 n3 Entire Issue Aug 1976

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—Educational Theories, Film Criticism, *Film Industry, *Films, *Film Study, Historiography, *Interdisciplinary Approach, *Research, Sound Films

This journal offers a selection from papers presented at two scholarly meetings on research on film conducted at the Center for Twentieth

Century Studies. Separate papers deal with the following topics: film and ideology; the filmic apparatus; the inadequacies of current conceptions of film historiography; nonlinguistic extensions of film and video; narration and narrativity in film; film history and film histories; the coming of sound to the American cinema; and the analysis of film segments. (GW)

ED 144 112 CS 501 775

Gottesman, Ronald, Ed. Benamou, Michel, Ed.
Film: Interdisciplinary Approaches to Theory and Teaching, Part Two.

Pub Date Nov 76
Note—125p.; See related document CS501774
Journal Cit—Quarterly Review of Film Studies; v1 n4 Entire Issue Nov 1976

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*College Curriculum, *Film Criticism, *Films, *Film Study, Higher Education, Interdisciplinary Approach, Literary Analysis, Narration, Research, Sound Tracks, *Teaching Techniques

The ten selections in this journal were among papers presented at two scholarly meetings on research on film conducted at the Center for Twentieth Century Studies. The papers deal with the following topics: narrative patterns in "Only Angels Have Wings"; "King Kong" and the ideology of spectacle; introducing narratology to film students via "Citizen Kane"; a cinematics model for film studies in higher education; the struggle for autonomy and departmental status experienced by film teachers in American universities; ways in which film can be studied within a literary context; the integration of theory and practice in the teaching of film; the anthropological implications of regarding film as communication; teaching the soundtrack; and methods of close cinematic analysis. (GW)

ED 144 113 CS 501 796

Sanders, Janet Snyder
Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis.

Pub Date 76
Note—198p.; Ph.D. Dissertation, University of Kansas
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2273, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Doctoral Theses, Higher Education, *Information Dissemination, *Organizational Communication, *Research Methodology, *Speech Communication, *University Administration, Verbal Communication

This study sought to map the patterns and to determine the nature of the use of lines of communication within the administration of the University of Kansas. Three actual messages that had been generated from within the administration were traced through functional areas and scalar levels of administration, using ECCO analysis. Results indicated that both functional area and scalar level did affect use of intraadministration lines of communication. Higher-level administrators tended to have more information, to have more accurate information, and to relay more information, than did their lower-level colleagues. They received most of their information from one-to-one conversations, in contrast to the lower level administrators' reliance on newspapers. Administrators appeared to receive more messages salient to their own functional area. Tendencies toward interarea or intraarea communication varied across areas and across messages. Each message displayed unique transmission and receipt characteristics, indicating that there is no single communication network within the organization, but there are several networks dependent upon message factors. (Author/AA)

ED 144 114 CS 501 798

LaHoud, John Boggs, Nancy
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.

Ford Foundation, New York, N.Y.
Pub Date Apr 77

Note—49p.; Some photographs may not reproduce well
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Artists, *Drama, Dramatics, *Financial Support, *Foundation Programs, Playwriting, Private Financial Support, Television,

*Theater Arts, *Theaters, United States History
Identifiers—*Ford Foundation

Ford Foundation support for resident and regional theater has followed two main lines: strengthening key theaters as institutions and furnishing opportunities to individual artists for professional advancement. This report describes some of the activities that have been aided by the foundation and notes the types of aid provided. The activities described include the following: activities of resident theaters, experimental theaters, and minority theaters; travel and study programs undertaken by individual directors, actors, playwrights, designers, administrators, and critics; efforts to promote communication among theaters; and the opening of television to quality drama. The report discusses the future of the theater in the United States and provides an itemized list of the amounts of assistance provided by the foundation to theaters and artists. (GW)

ED 144 115 CS 501 801
Window Dressing on the Set: Women and Minorities in Television
Commission on Civil Rights, Washington, D.C.
Pub Date Aug 77

Note—193p.; A report of the United States Commission on Civil Rights; Best copy available
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—Broadcast Industry, *Civil Rights, Employment, *Employment Opportunities, Ethnic Stereotypes, *Females, *Media Research, *Minority Groups, Racial Discrimination, Sex Discrimination, Sex Stereotypes, *Television

This report focuses on two issues of civil rights in broadcasting—the portrayal of minorities and women on network television and the employment of these groups at television stations. Findings and recommendations concerning portrayal are derived from content analyses of television drama and television news. Commentary on employment is based on data obtained from 40 major commercial and public television stations and from analysis of Federal Communication Commission (FCC) employment reports. Data reveal that, despite some advances, minorities and women continue to be underrepresented and stereotyped in dramatic presentations and underrepresented on local station work forces. In addition to seven chapters devoted to discussion of the research and such other topics as FCC regulation of programming in the public interest, equal employment opportunity, and regulation of employment in the public interest, appendices document the sources of data and provide the comments made by the FCC about this report and the responses of the Commission on Civil Rights to those comments. Tabulations of data are included. (KS)

ED 144 116 CS 501 805
Singleton, Cleavonne
The Lasting Properties of Word-Counts.
Pub Date 76
Note—258p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 77-2506, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Computational Linguistics, *Diachronic Linguistics, Doctoral Theses, Language, *Language Classification, *Language Research, *Language Usage, Speech, *Vocabulary, *Word Frequency

This study compared the vocabulary of the period from 1943 to 1945 to the vocabulary of 1975. In addition to a direct comparison of word use, an indirect comparison was made using Thorndike's word list in the "Teacher's Word Book" (1931). The 1975 vocabulary, based on frequency of word appearance, was derived from 93 speeches made by students in public-speaking classes at Wabash College during 1975. Similar analysis of vocabulary made during the earlier period produced a system of categorization by word frequency, which was also used to evaluate the speech of 1975. Data indicated that, while the first two categories—the most frequently occurring words—correlated highly, the frequencies of remaining words were not highly correlated. The spoken vocabulary of 1975 was not found to differ markedly from the spoken vocabulary of

the earlier period, in terms of the number of different words used; speakers during both periods tended to use their words in the same ratios. Overall, the two vocabularies were found to be overlapping subsamples of Thorndike's word book. Words that were singular to the speech of either group were neologisms, slang, and occupational jargon. (Author/KS)

ED 144 117 CS 501 809
Farace, Richard V. Mabey, Timothy
Communication Network Analysis Methods.
Pub Date Apr 77

Note—33p.; Paper presented at the Multivariate Analysis in Communication Research Conference (Asilomar, California, April 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Cluster Grouping, *Computer Programs, *Factor Analysis, Group Structure, Intercommunication, *Multidimensional Scaling, *Networks, *Speech Communication, *Statistical Analysis

This paper reviews a variety of analytic procedures that can be applied to network data, discussing the assumptions and usefulness of each procedure when applied to the complexity of human communication. Special attention is paid to the network properties measured or implied by each procedure. Factor analysis and multidimensional scaling are among the major approaches discussed; specific computer programs that are applicable to network data are also considered. (AA)

ED 144 118 CS 501 810
Zannes, Estelle
Police Communications: Humans and Hardware.
Pub Date 76
Note—400p.

Available from—Davis Publishing Company, Inc., 250 Potrero Street, Santa Cruz, California 95060 (\$8.50 paper)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Communications, *Communication Skills, Conflict Resolution, Criminal Law, Language Variation, *Law Enforcement, Listening, Mass Media, Nonverbal Communication, *Police, *Police Community Relationship, Public Speaking, Self Evaluation, *Speech Communication

This volume presents an overview of police communications and analyzes the relationships between the people and hardware in the police system. Chapters discuss the development and use of such communication devices as the telephone, telephone, and computers; the role of mass media, feedback, and communicative settings in human communication; "exercises designed to promote self-awareness and communication; the importance of territory, gestures, and other nonverbal expressions in nonverbal communication; language and the stereotypes and differences that concern minority groups; communication in conflict situations; the structure and use of communications media; listening; public speaking; and the officer, the criminal justice system, and the future. An appendix describes a plan by the New York City police department to create a civilian operations division and to train auxiliary police officers. (KS)

ED 144 119 CS 501 811
Lynch, Dennis
After the Lights Come Up: Students Talk about Films.
Pub Date Aug 77

Note—14p.; Paper presented at the Annual Meeting of the University Film Association (College Park, Maryland, August 1-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Classroom Communication, College Students, Communication (Thought Transfer), *Discussion (Teaching Technique), *Discussion Experience, *Educational Research, *Films, *Film Study, Higher Education, Media Research

Identifiers—*Communication Research
In order to assess the nature of conversations that students in an introductory film-appreciation class had after the showing of various films, this study used questionnaires to determine with whom students talked, the number of the conversations, their duration and subjects. It was found that both the content and the duration of discussions varied with the film that was the topic of

consideration. In general, no significant differences and few interesting differences were found between men and women, communication majors and nonmajors, students whose evaluations of the course were low or high, or those who received good grades or poor grades. This research indicates that, while what goes on in class does affect what students talk about, the relationships between these two factors may be subtle and unexpected; suggestions are made for improving the questionnaires and the research design. Tabulations of data are included. (KS)

ED 144 120 CS 501 812
Lehrer, Sandra G. Cissna, Kenneth N. Leone
Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students.
Pub Date Apr 78

Note—27p.; Paper to be presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1978)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Childhood Attitudes, *Childhood Interests, *Children's Television, Elementary Education, Grade 6, Grade 7, Grade 8, Junior High Schools, *Student Interests, *Television Research, *Television Viewing

In this study of children's television viewing, 105 junior-high-school students reported the television programs they watched, the amount of time they spent each day watching television, and their reasons for watching television. The following results are reported: sixth graders watch more television than do seventh or eighth graders; sixth-grade females watch more television than do sixth-grade males; more television viewing occurs on Saturday than on any other day of the week; situation comedies are the programs most often viewed, followed by a group of program categories that include adventure, cartoon/fantasy, and game shows; and the reasons for watching television vary by sex and grade but do not indicate a maturing pattern of program selection. The report concludes by comparing its findings with other studies of children's television viewing and by suggesting topics for further research. (RL)

ED 144 121 CS 501 813
Beebe, Steven A.
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension.
Pub Date 76

Note—35p.; Study prepared at University of Miami

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Body Language, College Students, *Communication Skills, *Credibility, Eye Voice Span, Higher Education, Interaction Process Analysis, *Listening Comprehension, *Nonverbal Communication, Public Speaking, *Speech Communication

Identifiers—Audience Response, Communication Research

In order to test whether constant eye contact, formal posture, and varied vocal inflection increase source credibility and listener comprehension, 144 college students in an introductory speech communication course were placed in groups of equal size that listened to the same informative speech. The speaker presented to each group a different combination of the independent variables, and, after the subjects were tested for their comprehension of the speech, they rated the speaker's credibility. Analysis of the effects of the three independent variables led to the following conclusions: Eye contact seems to enhance both listener comprehension and speaker credibility, though inconsistencies between eye contact and vocal inflection may lower the speaker's believability; the speaker's posture has little effect on either credibility or comprehension; varied or limited vocal inflection has no significant effect upon the speaker's credibility, except for the likability factor of credibility; and differences in vocal inflection do not affect listener comprehension. Tables of the analyzed data illustrate the text. (RL)

ED 144 122 CS 501 814
Sanderson, Richard A.
Documentary Elements in Early Films.
Pub Date Aug 77

Note—18p.; Paper presented at the Annual Meeting of the University Film Association (31st, College Park, Maryland, August 1-5, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Documentaries, Film Criticism, *Film Industry, *Film Production, *Films, *Film Study, Historical Criticism, *Production Techniques

Focusing on documentary elements, this study examines the film content and film techniques of 681 motion pictures produced in the United States prior to 1904. Analysis of films by type, subject matter, and trends in subject matter shows that one-third of the early films are documentary in type and three-fourths of the films use subject matter of a documentary nature. In 1898 and 1899, when there was a decline in film production, the films that were produced concentrated on military subjects; it is suggested that, as the novelty of viewing film decreased, film producers turned to the depiction of remote but newsworthy current events, such as the Spanish-American War, as a way to attract larger audiences. After analyzing overall film structure, choice of shots, and arrangement of shots, the study found that early documentaries of news and sport events show the greatest use and development of film techniques. Seven films judged outstanding in their use of film composition techniques are briefly described at the end of the study. (RL)

ED 144 123 CS 501 815
Rogers, Donald P.

The Content of Organizational Communication.
Pub Date 77

Note—9p.; Study prepared at State University of New York at Buffalo

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Problems, *Communication Skills, Content Analysis, Course Content, Course Objectives, *Course Organization, Higher Education, *Information Theory, *Organizational Communication, *Textbook Content

In order to determine the content of an organizational communication course, this study examined 26 textbooks in that field, according to the frequency of discussion of a topic and the number of pages devoted to a topic. The findings from that examination indicate that topics in organizational communication can be outlined under three course types: communication skills necessary for successful careers in organizations; theories and methods of organizational communication necessary for advanced study in the area; and analysis and solution of the dominant problems faced by various types of organizations. Suggested topical outlines for each course type are provided. (RL)

ED 144 124 CS 501 816
DeWine, Sue Alderton, Steven

Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses.

Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the International Communication Association (Berlin, Germany, May 29-June 4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *Communication (Thought Transfer), *Crisis Therapy, *Helping Relationship, Interaction Process Analysis, *Interpersonal Relationship, *Intervention, Language Variation, *Speech Communication

Research in crisis intervention has prescribed how trained but non-professional individuals should and do act in a crisis situation. The present study, however, focused on the types of responses untrained helpers use to respond to the crisis of another individual. Results indicate that types of responses vary significantly, with probing and supportive modes of response used most often. (Author)

ED 144 125 CS 501 817
Smith, Robert M., Ed.

Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.

Wichita State Univ., Kans.

Pub Date Jul 77

Note—219p.; Prepared by students in a course at Wichita State University, Kansas

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—*Abstracts, Evaluation Criteria, *Information Theory, Intercommunication, Inter-

personal Relationship, *Literature Reviews, Organizational Communication, *Persuasive Discourse, *Research, Research Methodology, Rhetorical Criticism, *Speech Communication Identifiers—*Communication Research

This booklet is a collection of abstracts, literature reviews, and reports on experiments in the communication field. Ninety abstracts from speech communication literature (1970-1977) are presented under the following categories: communication theory, research methodology, interpersonal communication, rhetorical theory and criticism, persuasion, organizational communication, pedagogy, and miscellany. Four reviews of research papers (1970-1977) concern small-group decision making, focus and evaluation in the interpersonal communication course, research in self-concept and its measurement, and symbolic interactionism. The four reports on experiments in education discuss self-disclosure and trust, attitude change as a condition of emotional appeals, conformity within small groups, and communication patterns in small groups. (RL)

ED 144 126 CS 501 818
Chisman, Forrest P.

Issues and Images: Confessions of a Conference Organizer.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 77

Note—23p.

Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, 360 Bryant Street, P.O. Box 1652, Palo Alto, California 94302 (\$1.50 paper)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Broadcast Industry, Communications, *Conference Reports, Conferences, *Mass Media, *Media Research, News Media, *Political Influences, *Politics, Publicize, *Television, Television Research

Identifiers—*Aspen Program on Communications and Society

On 9 September 1976, the Aspen Institute Program on Communications and Society, the League of Women Voters, and the Post/Newsweek Broadcast Stations sponsored a public meeting in New York. The subject of the meeting was politics and television; the participants were leading political advertisers, journalists, and researchers. This monograph explains the successes and failures of the conference, focusing on the problems that were revealed: the boycotting of the meeting by the three television network news departments, criticism of the analytical work that was chosen as the discussion's departure point (Thomas Patterson and Robert McClure's "The Unseeing Eye"), and polarization of perspectives along professional lines. (KS)

ED 144 127 CS 501 819
Ullah, Ifram

Major Issues of the World Administrative Radio Conference 1979.

International Inst. of Communications, London (England).

Pub Date 77

Note—7p.; Paper presented at Plenary Session IV of the Annual Conference of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Broadcast Industry, *Broadcast Reception Equipment, *Conferences, *Global Approach, *Radio, *Radio Technology, *Telecommunication

Identifiers—*World Administrative Radio Conference

In preparation for the 1979 World Administrative Radio Conference (WARC), this paper lists some of the issues on which WARC participants will focus. These issues include the expansion of the shortwave spectrum and the formulation of more equitable, more efficient procedures by which broadcasters are awarded high-frequency shortwave bands; ways to regulate low-frequency transmissions in areas where they were previously banned; the activities and internal regulations of the International Frequency Registration Board (IFRB); the effects of international law on an international organization, such as the IFRB; the need to simplify and clarify radio regulations; and the possible reorganization of world broadcasting

to eliminate its present geographical divisions. Diagrams illustrate the percentage of international frequency allocations, the number of transmitters (worldwide), and the number of broadcast receivers (worldwide). (RL)

ED 144 128 CS 501 820
Pigeat, Henri And Others

Communications Policies and Structures.
International Inst. of Communications, London (England).

Pub Date Sep 77

Note—15p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

Available from—International Institute of Communications, London, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communication Problems, *Communications, Delivery Systems, *Mass Media, Media Research, Media Technology, News Media, Organization, *Organizational Effectiveness, *Public Policy, *Telecommunication Identifiers—France, United States

These two papers discuss communications policies and structures in France and in the United States. The first paper reports that efforts to develop new electronic communication systems in France are hindered by rivalry between two public monopolies and by governmental protection against foreign influence. The second paper assesses ownership of mass media in the United States, describing public policy and research on that subject. (RL)

ED 144 129 CS 501 822
Lindsay, Robert And Others

Communication Delivery Services in Developing Nations.

International Inst. of Communications, London (England).

Pub Date Sep 77

Note—69p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

Available from—International Institute of Communications, London, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Communications, *Delivery Systems, *Developing Nations, Foreign Countries, *Information Dissemination, Mass Media, *Media Technology, *Telecommunication, Video Equipment, Video Tape Recordings

These five papers discuss the use of communication delivery systems in developing nations. Four of the papers stress the need for developing nations to adapt delivery systems to their national and cultural interests, to receive training in the management and use of the systems, without undue influence from the developing nations whose technology produced the systems, and to emphasize the content rather than the method of the communication. One paper describes uses of videotape equipment and procedures, emphasizing the adaptability of this medium to developing nations' cultural and political needs. (RL)

ED 144 130 CS 501 823
Himmelweit, Hilde T. And Others

Recent and Proposed Changes in Broadcasting Structures.

International Inst. of Communications, London (England).

Pub Date Sep 77

Note—39p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Broadcast Industry, *Change Strategies, Commercial Television, *Foreign Countries, Mass Media, *Organizational Change, *Programming (Broadcast), Public Television, Radio

Identifiers—Arab States, Great Britain, Sweden

These three reports describe recent and proposed changes to broadcasting structures in Great Britain, the Arab states, and Sweden. The Annan Committee on the Future of British Broadcasting reports developments in British broadcasting since 1960, changes proposed by

the committee, and the reaction of the broadcast industry to those proposals. A paper on Arab broadcasting systems describes the history of broadcasting in the Arab countries and discusses characteristics of radio and television systems, such as the types of programs offered, the use of program and news exchanges, broadcast financing, and political influence. The report from the Swedish Committee on Broadcasting outlines a plan to revise the organizational structure of Sweden's national broadcasting system, emphasizing the broadcasting media's responsibilities regarding cultural policy. (RL)

ED 144 131 CS 501 824
Aboubakar, Yehia

News Values and Socio-Economic Priorities.
International Inst. of Communications, London (England).

Pub Date Sep 77

Note—13p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Arabs, Audiences, *Foreign Countries, Global Approach, Mass Media, Media Research, *News Media, *News Reporting, *Social Values, *Socioeconomic Influences, World Affairs

This paper discusses the need for global study of the link between socioeconomic priorities and the news values expressed by the mass media. Although the "gate keeper" theory is still considered to be valid (that is, the assumption that the media is selective in what it presents), additional audience research is suggested. The impact of a study in Arab countries of the "gate keeper" concept and audience preferences and remarks is described. Preliminary findings, covering one week of press, radio, and television news stories, indicated that, after presidential, royal, and national political news, aspects of economic development were most frequently covered. The "gate keeping" function in the Middle East, then, can be perceived as the result of a national consensus of socioeconomic priorities and news values. Biographical information about this paper's author is appended. (KS)

ED 144 132 CS 501 825
Glusberg, Jorge

Rhetoric of Art and Technology in Latin America.
International Inst. of Communications, London (England).

Pub Date 77

Note—16p.; Working paper prepared at the Annual Conference of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Art, Foreign Countries, *Latin American Culture, Mass Media, *Rhetoric, Rhetorical Criticism, Semiotics, Speech Communication, *Technology, Television, *Visual Arts, Visual Literacy

Identifiers—*Latin America, *Video Art

This monograph posits a rhetorical theory of video-art and presents perspectives on the status of video-art in Latin America. Video-art, which utilizes technology in the field of aesthetics, is perceived as fundamentally rhetorical and stylistic. Conclusions about the form include the comments that the analysis of visual messages is possible through the use of the theory of semiotics, that the dominating form of visual communication today is television, that electronic technology has been used by vanguard artists to create video-art, that Latin American video-art may be analyzed by employing rhetorical theory, that the sociohistorical conditions which generate Latin American video works are transformed by the video expressions themselves, and that traditional rhetoric does not explain all of the mechanisms present in a video work. References are made to the works of several Latin American video-artists, and a schematization of the rhetorical model of video-art is provided. (KS)

ED 144 133 CS 501 826
Kluver, Billy

The Artists' Expertise for Communication Planning.

International Inst. of Communications, London (England).

Pub Date Sep 77

Note—18p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977); Best copy available

Available from—International Institute of Communications, London, England

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Artists, *Communications, Design Needs, *Information Systems, *Systems Development, *Telecommunication, *Television

Identifiers—*Experiments in Art and Technology NY

This paper suggests that artists be involved in the international and governmental decision making, planning, and regulating activities associated with new communication systems and communication technologies. Eight projects sponsored by Experiments in Art and Technology illustrate artists' interest in, and ability to contribute to, a variety of technical, procedural, and design problems associated with communication. (AA)

ED 144 134 CS 501 827
Ohlin, Thomas

Current Work on Telecommunications Policies and Structures.

International Inst. of Communications, London (England).

Pub Date Sep 77

Note—18p.; Paper presented at the Annual Meeting of the International Institute of Communications (Washington, D.C., September 11-15, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Development, *Foreign Countries, Geographic Regions, Information Dissemination, Information Needs, *Information Utilization, *Media Research, *Regional Planning, *Telecommunication

Identifiers—Australia, Sweden

The studies described in this paper were undertaken to evaluate the usefulness of information-exchange techniques for promoting the quality of life within given regions of a society. The first analysis describes the investigation of projects to enhance the functions of small businesses, joint regional planning, health care, education, communication for the handicapped, and energy use in the area of Lulea, Sweden. Conclusions describe the basic characteristics of information distribution as a means of promoting regional development. The second study summarizes the findings of a report, "Telecom 2000," made by the National Telecommunications Planning Branch (NTP) of the Australian Telecommunications Commission. Activities of the NTP, public response to "Telecom 2000" recommendations, and ongoing actions are outlined. (KS)

ED 144 135 CS 501 828

International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C.

Congress of the U. S., Washington, D. C. Senate Committee on Foreign Affairs.

Pub Date Jun 77

Note—288p.; Not available in hard copy due to marginal legibility of original document; Some figures may not reproduce due to small type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Communications, *Developing Nations, Futures (of Society), *Government Role, *Information Utilization, *International Relations, International Studies, *Mass Media, Media Research, Technology, Telecommunication

Identifiers—Senate Subcommittee on International Operations

This volume presents the hearings on the implications of international communications and information held before the Senate Subcommittee on International Operations of the Ninety-fifth Congress. Statements taken from Otis Chandler, publisher of the "Los Angeles Times," Andrew Heiskell, chair of Time Incorporated, Glenn E. Watts, president of the Communications Workers of America, and other key individuals involved in the communications and information media are included. Additional witnesses discuss the current and future situation in communication with regard to media, national security, human rights,

governmental actions, banking, business, and labor. An extensive study of the impact of information technologies in developing countries is included. (KS)

ED 144 136 CS 501 829

Kelley, Michael P., Ed.

Freedom of Speech Newsletter, Volume 3, Number 3, June 1977.

Western Speech Communication Association.

Pub Date Jun 77

Note—16p.; Some parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, *Censorship, *Civil Liberties, *Constitutional Law, *Court Litigation, Federal Government, *Freedom of Speech, Newsletters, Publications, Publishing Industry

Articles in this newsletter discuss the increasing abridgements of the Fifth Amendment right to remain silent rather than make self-incriminating statements; the power of the Federal Communications Commission to put broadcasters out of business, as demonstrated in the Star case; and a case in which three members of the Young Socialist Alliance were charged with criminal trespass and "violation of the rules" of Central Michigan University, for distributing political literature at that institution. Other items include a brief statement regarding the court conviction of a publisher of a pornographic magazine and news about publications that deal with issues related to freedom of speech. (GW)

ED 144 137 CS 501 830

Pool, Ithiel de Sola And Others

Refocusing Government-Communications Policy.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 76

Note—74p.; Report of the Proceedings of Four Washington Staff Seminars on Communication Policy, Aspen Institute, Winter-Spring 1976

Available from—Aspen Institute for Humanistic Studies, Publishing Program Office, 360 Bryant Street, P.O. Box 1652, Palo Alto, California 94302 (\$4.25 paper)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Administrative Policy, *Communications, *Government Role, Information Theory, Information Utilization, *Mass Media, *Media Research, Policy, Public Policy, Technology, *Telecommunication

Identifiers—*Aspen Program on Communications and Society, Communication Research

In 1976, the Aspen Institute's Program on Communications and Society sponsored a series of Washington staff seminars on communications policy: "Policy Choices for the Information Age," "Government Telecommunications Research and Policy Development," "Problems of Regulating Specialized Telecommunications Common Carriers," and "Public Service Uses of New Communications Technologies." This booklet collects papers presented at these meetings and summarizes specific commentary and general discussion by seminar participants during the sessions. An appendix lists the names and affiliations of the program's participants. (KS)

ED 144 138 CS 501 831

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977.

Haskins Labs., New Haven, Conn.

Report No—SR-50 (1977)

Pub Date Jun 77

Note—253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Acoustic Phonetics, Articulation (Speech), *Artificial Speech, *Audition (Physiology), *Auditory Perception, Child Language, *Language Research, Phonemes, Phonetics, *Psychoacoustics

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. The ten papers treat the following topics: speech synthesis as a tool for the study of speech production; the study of articulatory organization; phonetic perception; cardiac indices of infant speech perception; cinefluoro-

graphic and electromyographic studies of articulatory organization; stimulus dominance and ear dominance in the perception of dichotic voicing contrasts; voicing-conditioned durational differences in vowels and consonants in the speech of three- and four-year-old children; electromyography signal processing for speech research; perceptual test of a phonological rule; and adaptation of the category boundary between speech and nonspeech. A cumulative index to papers in previous collections and document numbers for previous collections are included. (AA)

ED 144 139 CS 501 833

Barnes, Douglas Todd, Frankie
Communication and Learning in Small Groups.
Pub Date 77
Note—136p.
Available from—Routledge & Kegan Paul, 9 Park Street, Boston, Massachusetts 02108 (\$5.50 paper)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Cognitive Processes, Communication (Thought Transfer), *Educational Research, Group Behavior, *Group Discussion, *Group Dynamics, Interaction, *Learning Processes, Secondary Education, Small Group Instruction, *Speech Communication, Teenagers

Identifiers—*Communication Research

The study described in this volume investigated the talk of thirteen-year-old boys and girls, recorded while they were working in small groups on tasks set by their teachers. Specifically, research focused on the interplay between cognitive and communicative functions of speech in contexts planned for learning. "The Children and Their Talk" describes the purposes of the study, the population group (56 students from two large secondary schools), and general procedures of data collection. "Making Sense Together" discusses group collaboration, social skills, cognitive strategies, and other aspects of the communication process. "Studying Group Talk" details the students' responses to the task situations and investigates such topics as attitudes toward pupils' contributions, the manner in which tasks are presented, and group composition. "Frames: How to Understand Conversations" describes and illustrates the nature of meanings generated during conversation and investigates the relation of these meanings to the linguistic forms used. "Questions and Questioning" discusses the relationships between questioning and the following: cognition, question forms and functions, and social power. An appendix describes the tasks used. (KS)

ED 144 140 CS 501 834

Miller, Gerald R. Siebert, Fred S.
Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials.
Final Report.

National Science Foundation, Washington, D.C.
Pub Date Dec 75
Grant—GI-38398

Note—132p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Audiovisual Communication, Closed Circuit Television, Court Cases, *Courts, Credibility, Information Processing, *Information Theory, *Legal Problems, *Media Research, Retention, Speech Communication, *Video Tape Recordings

This is a final report on a series of research studies conducted to determine the effects of videotaped testimony on information processing and decision making in jury trials. The report is divided into the following sections: descriptions of the research methodology and technological aspects of the videotaped stimuli; summaries of eleven studies under two general categories, information retention and trial-participant credibility; a discussion of the general conclusions; and the research team's efforts at grant information dissemination. The research team concludes that use of videotape does not adversely affect juror responses and can even result in higher retention levels. Appendixes provide information on the videotape equipment used and tables of data for both the information retention and the trial-participant credibility studies. (RL)

ED 144 141 CS 501 835

Beasley, Maurine Silver, Sheila
Women in Media: A Documentary Source Book.

Women's Inst. for Freedom of the Press,
Washington, D.C.

Pub Date 77

Note—198p.

Available from—Women's Institute for Freedom of the Press, 3306 Ross Place, N.W., Washington, D.C. 20008 (\$5.95 paper)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Females, *History, *Journalism, *Mass Media, *Publishing Industry, Radio, Sex Role, Television, Womens Studies

Chapters collected in this volume provide information, much of which is not generally available to the public, concerning the role of women in the mass media and the progress of the women's media movement. Discussions are arranged to illustrate the historical development of the movement from 1790 to the present. Chapters 1 through 15 analyze several historical events that contributed to development; the roles of such individuals as Mary Katherine Goddard, Anne Royall, Sarah J. Hale, and Margaret Bourke-White are examined. Chapters 16 through 24 illustrate the ways in which women began to take action for change. The response by the media industry (including the alternative media) to bring about change is the topic of chapters 25 through 29, and the last chapter examines the possible future of the women's media movement. Bibliographical notes, arranged by subject, are appended. (KS)

ED 144 142 CS 501 836

Aig, Dennis

Working in the Film Archives.

Pub Date Aug 77

Note—12p.; Paper presented at the Annual Meeting of the University Film Association (31st, College Park, Maryland, August 1-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Archives, *Films, *Film Study, Higher Education, *Information Sources, Libraries, Research Skills, *Research Tools, *Resource Materials

In order to locate and study the primary sources needed in film research, a combination of bibliographies, advice from experienced research workers, and scripts, pressbook files, and film-print collections must be used. This discussion provides suggestions for locating and using archival film materials and examines some of the standard references available: bibliographies, catalogs, and directories. The use of less-standard resources, such as trade magazines, and specific sourcebooks is also examined. In addition, guidelines are presented for writing letters of inquiry, for using private collections and community and university libraries, and for contacting and interviewing filmmakers and other researchers. (KS)

ED 144 143 CS 501 837

Hanna, Michael S. Wilson, Gerald L.

Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the Central States Speech Association (April 14-16, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Skills, *Educational Objectives, Higher Education, *Management by Objectives, *Management Education, *Management Systems, *Organizational Communication, Speech Communication

Identifiers—Communication Research, *Organizational Behavior Modification

This paper analyzes the responses of 50 practicing business managers who were asked to identify the most troublesome communication situations experienced by supervisors in their organizations. The authors put the responses in rank order according to two popular management systems, Management by Objectives (MBO) and Organizational Behavior Modification (OBMod), and draw the following conclusions: Teachers of management students should stress communication skills needed for motivating people, delegating authority, listening, giving directions, and group problem solving. Students who will work in OBMod systems need to learn communication skills for handling grievances, while those students entering MBO systems need skills for

private, one-to-one conferences. The study also concludes that teachers should not increase their emphasis of public-speaking skills. (RL)

ED 144 144 CS 501 838

Harral, Harriet Briscoe

Transactional Communication in the Classroom.

Pub Date 76

Note—21p.; Study prepared at University of Illinois, Chicago Circle

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Group Dynamics, Higher Education, Human Relations, *Interaction, Risk, *Speech Communication, *Student Teacher Relationship, *Teacher Role, Teaching Methods

This paper discusses the application of a transactional philosophy to the problems of classroom communication. Four aspects of teacher/student interaction are discussed in detail: the choice between a bilateral relationship in which students are seen as unique persons and a unilateral relationship in which students are treated as objects or victims; the choice between power parity with shared choices and power maintenance with restricted choices; the choice between cooperative or competitive aims; and the need for risk taking. (AA)

ED 144 145 CS 501 842

Molen, Janis

"Cheap is Beautiful": The Role of Political Analysis in Theatre Making.

Pub Date Aug 77

Note—10p.; Paper presented at the Annual Meeting of the American Theatre Association (Chicago, August 14-17, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cooperative Planning, *Drama, Dramatics, Financial Problems, Financial Support, Group Relations, *Political Issues, *Production Techniques, *Social Problems, *Theater Arts, Theaters

The Sunseed Repertory Collective, a touring theatre company, was formed to deal seriously with contemporary—often controversial—social and political issues. The group uses unconventional production techniques, plays in a variety of settings to a wide range of audiences, charges no admission (relying on donations after performances), and prefers original scripts that have clear relevance to the community and that can be inexpensively produced (many productions are humorous exposes of government and business tactics perceived as unfair). The company emphasizes collective script writing and directing and avoids the concept of lead roles. Major problems of the group have centered on the widespread disapproval of political emphasis in art, on the tendency of certain personalities to dominate the group, and on stresses related to the struggle to earn a minimal day-to-day living. (GW)

ED 144 146 CS 501 843

McCauley, M. Lynn Stovall, Richard L.

British Union Debating: An Eclectic Approach.

Pub Date Dec 76

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (21st, Houston, Texas, December 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Debate, Higher Education, Interaction, *Persuasive Discourse, *Public Speaking, *Speaking Activities, Speech Communication, *Speech Curriculum, Speech Skills, *Teaching Techniques

This paper describes the use of British union, or parliamentary, debating in a college public-communication course. This debating format, practiced at British universities and used in the British House of Commons, promotes interaction between speaker and audience, emphasizing the effective methods of persuasive discourse that evoke audience response and participation. Its implementation by the Department of Theatre and Speech at the University of South Carolina, Columbia, produced widespread campus, community, and state visibility for the program, in addition to developing students' speaking and listening skills. (RL)

ED 144 147 CS 501 844

Howkins, John, Ed.

[Theme Issue: Communications Satellites.]

International Inst. of Communications, London (England).

Pub Date Dec 76

Note—29p.
Journal Cpt.—InterMedia; v4 n6 Entire Issue Dec 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Aerospace Technology, *Broadcast Industry, Communications, *Communication Satellites, *Conferences, Copyrights, Developing Nations, Folk Culture, *Foreign Countries, Information Networks, *International Relations, Mass Media, Policy, Space Sciences, *Telecommunication, Television

One section of this journal is devoted to issues involving broadcast satellites. Separate articles discuss the need for international planning of satellite broadcasting, decisions made at the 1971 World Administrative Radio Conference for Space Telecommunications, potential problems in satellite broadcasting, a series of proposals drawn up by the United States for presentation at the 1977 World Administrative Radio Conference on the Broadcasting Satellite Service, Japan's views on broadcast satellites, Canada's views, and legal implications of satellite broadcasting. Other articles discuss the following topics: India's Satellite Instructional Television Experiment; recent changes in Spanish broadcasting policies; uses of the mass media in promoting adult education in developing countries; a report prepared by UNESCO on the proposed Gulfvision Network; a recent satellite technology demonstration in Cameroon; the new United States copyright law; a project to mobilize folk communication's resources; and teletext systems in operation in the United Kingdom and other countries. Short notes deal with additional topics, including the "family hour" television policy in the United States, financial problems of West German television, and a proposed satellite organization. (GW)

ED 144 148 CS 501 845
Katzman, Nathan Wirt, Kenneth
Public Television Programming by Category: 1976.

Corporation for Public Broadcasting, Washington, D.C.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date Aug 77

Note—160p.; Several pages may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Broadcast Industry, Content Analysis, Educational Television, *Programming (Broadcast), *Public Television, *Research Methodology, *Television Research, *Television Surveys

Identifiers—*Corporation for Public Broadcasting, *Public Broadcasting System

This report, part of a series of statistical surveys of public broadcasting based on data provided by licensees of the Corporation for Public Broadcasting, provides details of public-television program content for the 1976 calendar year. Chapters include discussion of definitions and categories of program content, the public television system in 1976, instructional television services, "Sesame Street" and "The Electric Company," general and news/public-affairs programs, special or target-audience programs, local programming, and the Public Broadcasting System and prime-time programming. Five appendices detail the research methodology used in the project. (KS)

ED 144 149 CS 501 846
Lee, S. Young, And Others
Status Report of Public Broadcasting 1977.
Corporation for Public Broadcasting, Washington, D.C.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Sep 77

Note—40p.; Several pages may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiences, *Broadcast Industry, *Educational Radio, Employment, Financial Support, Intercommunication, Networks, *Public Television, *Statistical Data

This statistical report presents an overview of the current status of public broadcasting. Separate sections deal with the development of public broadcasting, finance, broadcast content, national interconnection services, public broadcasting audience, and employment of broadcast personnel. An appendix provides definitions of

selected terms related to public broadcasting. Tables of findings illustrate the text. (GW)

ED 144 150 CS 501 847

Kimsey, William D. Atwood, L. Erwin

A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election.

Pub Date 77

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (Berlin, West Germany, May 29-June 4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Information Utilization, Intercommunication, *Mass Media, Models, *Persuasive Discourse, *Political Attitudes, *Voting
Identifiers—*Agenda Setting, *Communication Research

A path model was developed to assess the effects of early campaign cognitions and attitudes on media use and interpersonal communication, subsequent cognitions, attitudes, and vote. Two interpretations of possible outcomes were postulated: agenda setting, and uses and gratifications. It was argued that an agenda-setting interpretation would be typified by a predominant effect of the cognitive elements in the model, while a uses and gratifications interpretation would follow from a strong effect of the attitudinal components which would indicate the functioning of selective processes in the communications channel. The findings indicate a uses and gratifications interpretation best fits the data. Relatively stronger effects of attitudinal components on both interpersonal communication and media use and subsequent effect of attitude on vote suggest the functioning of selective processes. (Author)

ED 144 151 CS 501 848

Miller, Melvin H.

Language Levels in Writing and Speaking.

Pub Date May 77

Note—12p.; Paper presented at the Conference of the Wisconsin Communication Association (Eau Claire, Wisconsin, May 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *English Instruction, Higher Education, *Language Styles, *Language Usage, Listening, Speaking, *Speech Communication, *Writing

This paper discusses informal, semiformal, and formal speaking and writing, three language levels that differ from one another in organization, preparation, intent, tone, and audience. By demonstrating the essential unity of writing, speaking, reading, and listening, speech communication teachers can develop students' abilities in all the language arts. (RL)

ED 144 152 CS 501 849

Carter, Jimmy

The President's Message on Public Broadcasting.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 17 Oct 77

Note—5p.; Special report of the "CPB Report," Vol. 8, No. 22, October 17, 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Broadcast Industry, *Federal Legislation, Financial Policy, *Financial Support, *Government Role, Programming (Broadcast), *Public Television, *Radio

Identifiers—Presidential Messages, *Public Broadcasting

This report provides the text of President Jimmy Carter's message to the Congress of the United States on public broadcasting. The major portion of the speech is devoted to an argument for and description of a bill that continues and increases long-term federal funding for public television and radio. Specific proposals assure long-range funding, clarify the functions of national entities, increase funds allocated for national programming, reduce the percentage of funds that public broadcasters must raise to match Corporation for Public Broadcasting (CPB) funds, transfer public communications facilities from the Department of Health, Education, and Welfare to CPB, and encourage journalistic independence. In addition, the requirement of public accountability, the increased participation of minorities and women, the study of federal agency program-funding, and the study of public-station frequency allocations and reception are urged. (KS)

ED 144 153 CS 501 850

Awa, Njoku E. Crowder, L. Van, Jr.

Linguistic Relativity Revisited.

Pub Date 77

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (27th, Berlin, Germany, May 29-June 4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, *Cultural Differences, Intergroup Relations, Language Research, *Language Role, *Literature Reviews

Identifiers—Communication Research, Intercultural Communication, *Linguistic Relativity

This paper reviews the theory of linguistic relativity, tracing the historical roots, as well as contemporary formulations of the notion that languages shape thought and perception in different ways. Implications are then considered for intercultural communication and communication research. A bibliography is appended. (AA)

ED 144 154 CS 501 851

Work, William

Communication Research and Instruction for an Uncertain Tomorrow.

Pub Date Aug 77

Note—15p.; Paper presented at the Appalachian State University Conference (Boone, North Carolina, August 18-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication (Thought Transfer), *Communication Problems, *Credibility, *Government Role, *Information Dissemination, Instruction, *Literacy

Identifiers—*Communication Research

This paper considers the future of communication research and instruction in an age when the communication environment is under stress from such factors as communication overload, language "pollution," and a widespread and growing disregard for truth. Items related to the general thesis are considered from three perspectives: the role of government in the free flow of information, the erosion of commitment to truth (and related "pollutions" of the language), and the educational challenge of achieving communication literacy in a changing world. (AA)

ED 144 155 CS 501 853

Prosser, Michael H.

The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977.

United States Information Agency, Washington, D.C.

Pub Date 77

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Content, *Cultural Exchange, Cultural Interrelationships, *Curriculum Guides, Field Studies, Group Activities, *Intercommunication, *Intercultural Programs, Post Secondary Education, Reading Materials, Research, *Short Courses

Identifiers—*Intercultural Communication

This syllabus outlines the daily schedule for a six-week course in intercultural communication, describes topics covered in class, and lists required reading selections. Course topics, presented by the instructor and by guest lecturers, include basic concepts and models of intercultural communication, public diplomacy, design and conduct of field research, culture and communication, Eastern and Western value systems, the importance of public opinion in the conduct of foreign policy, and the mass media. During the course, students work in teams of three on field projects and prepare written and oral reports of their projects, and they write and present book reports. Course examinations are in the form of group oral examinations. (GW)

ED 144 156 CS 501 854

Gillespie, Patti And Others

A Survey of Theatre in American Secondary Schools.

Pub Date [76]

Note—13p.; Study prepared at University of South Carolina; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cocurricular Activities, *Drama, *Dramatics, Educational Objectives, Financial Support, *National Surveys, *Program Evaluation, Program Improvement, Senior High Schools, Teacher Qualifications, *Theater Arts

In a survey of the status of theatre in high schools throughout the United States, questionnaires were sent to a random sample of high schools stratified by state and by school size. Analysis of the responses obtained from 606 schools (20.2% return) indicated that most secondary-school drama programs operate on the cocurricular level and emphasize production. This report gives data obtained about such aspects of the programs as training of instructors, program goals, frequency of productions, degree of student involvement in productions, financial and other types of support, and major problems cited by drama teacher/coaches. The report notes implications of the study and suggests some ways of alleviating problems and improving the quality of high school theatre programs. (GW)

ED 144 157 CS 501 855
Ryan, Steve S.

An Adjective Rating Scale for Film Previews.
Pub Date 77

Note—19p.; Paper presented at the Annual Meeting of the University Film Association (31st, College Park, Maryland, August 1-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Attitudes, Audiences, *Films, Higher Education, *Measurement, Measurement Techniques, *Media Research, *Rating Scales

Identifiers—Advertising, *Audience Response

This paper reports the successive steps in the development of an adjective rating scale for measuring audience responses to short previews of coming films. Seven filtering steps were used to reduce an original list of 600 adjectives and adjectival phrases into a final rating scale with 101 words. From factor analyses of the responses of college students, the author concluded that there were six dimensions of meaning that are likely to occur in ratings of film previews: likeableness, impressiveness, fright, realism, quality of production, and obtrusiveness. (AA)

ED 144 158 CS 501 856

Bordenave, Juan E. Diaz.
Communication and Rural Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 77

Note—108p.

Available from—United Nations Educational Scientific & Cultural Organization, 7 Place de Fontenay, 75700 Paris, France (\$5.95 paper)

Document Not Available from EDRS.

Descriptors—Case Studies, Communication (Thought Transfer), *Communications, *Developing Nations, *Foreign Countries, *Mass Media, *Media Research, Models, *Rural Development, Theories

This volume posits the existence of a gap between theory and practice in rural-development efforts involving communication media and provides suggestions for integrating the efforts of theoreticians and practitioners. Chapter one briefly reviews the development of theoretical concepts about the nature of communication and the use of communication media in development. Chapter two examines a representative group of past rural-development projects in the following countries: Columbia, Brazil, India, Senegal, Peru, Iran, United Republic of Tanzania, Canada, Tobago (Caribbean), and the Philippines. Chapter three provides critical commentary on the case studies, examining the extent to which these projects were based on theoretical models, which models were most often used, the extent to which the models suited project objectives, and, where a conscious theoretical basis was lacking, what effect this had on the project's success. A brief bibliography is appended. (KS)

ED 144 159 CS 501 857

Wills, J. Robert

Student Evaluation of Co-Curricular Production Activity.

Pub Date [76]

Note—22p.; Report prepared at University of Kentucky

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cocurricular Activities, *Drama, Evaluation Methods, *Faculty Evaluation, Higher Education, Production Techniques, *Program Evaluation, Questionnaires, *Theater Arts

This paper summarizes four years of experience in student evaluation of the cocurricular produc-

tion program of the Department of Theatre Arts at the University of Kentucky. The data gathering had two goals: generating data that would be useful in the evaluation of theatre faculty during the annual merit-evaluation process and generating data that would be helpful in evaluating the overall artistic effort of the department. The program is described as an example of one kind of evaluation process for theatre programs. The paper presents data from the evaluations, reports on changes made as the evaluation process matured, and elaborates on possible values in such evaluations. Copies of evaluation forms used to collect data are included as appendices. (AA)

ED 144 160 CS 501 858

Falcione, Raymond L. And Others

Organizational Communication Abstracts—1975.
American Business Communication Association,

Urbana, Ill.; International Communications Association.

Pub Date May 76

Note—127p.

Available from—American Business Communication Association, Urbana, Illinois

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Communication (Thought Transfer), Communication Skills, Intercommunication, Intergroup Relations, *Literature Reviews, *Organizational Communication, Research Methodology

This document includes nearly 700 brief abstracts of works published in 1975 that are relevant to the field of organizational communication. The introduction presents a rationale for the project, a review of research methods developed by the authors for the preparation of abstracts, a statement of limitations as to the completeness of the coverage and the classifications employed, and information on the format of the publication. The abstracts are grouped according to nine topical classifications, including interpersonal, intragroup, and intergroup communication in organizations; communication factors and organizational goals; skill improvement and training in organizational communication; communication media in organizations; communication system analysis; research methodology; and texts, anthologies, reviews, and general bibliographies. Within each classification, abstracts are divided into two categories: books and dissertations; and articles, papers, and United States government publications. (GW)

ED 144 161 CS 501 860

Mercer, John

Teaching a Course on the Informational Film.

Pub Date Aug 77

Note—10p.; Paper presented at the Annual Meeting of the University Film Association (College Park, Maryland, August 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Course Descriptions, Curriculum Guides, Filmographies, Films, *Film Study, Higher Education, *Instructional Films, *Teaching Techniques

This paper describes a two-credit, one-semester course on the instructional film, which has been taught at Southern Illinois University. The class meets twice a week: the first of the weekly sessions is used for lectures and guest speakers, and the second session is used for viewing and analysis of films. The paper describes topics covered in class sessions and provides a list of assignments given to students, a course schedule, a list of films shown, an interview guide sheet for interviewing teachers about their use of informational films, and a film analysis sheet. (GW)

ED 144 162 CS 501 862

Sanders, Keith R. And Others

The Uses of the 1976 Presidential Debates in Electoral Decision Making.

Pub Date Mar 77

Note—28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York City, March 24-26, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adults, *Media Research, Need Gratification, Persuasive Discourse, Political Attitudes, *Political Influences, *Public Opinion, *Speech Communication, *Voting
Identifiers—*Audience Response, *Communication Research

This paper reports part of the results from a three-stage panel study of the Fall 1976 presidential campaigns; 1,927 interviews were conducted in all, 594 occurring in the week prior to the election. Results indicated that voters did not change their voting intentions significantly during the fall campaigns; that they did change the certainty with which they held their voting decisions; that voters were greatly disappointed in the debates because they expected to acquire some guidance for their voting behavior, to learn about important issues, and to acquire insights into the candidates; and that certainty about a voting decision did not dampen curiosity. Even the most certain of decisions apparently needed reinforcement, at least early in the campaign. (AA)

EA

ED 144 163 EA 009 767

Regents Program Priorities for Fiscal Year 1978-79.

New York State Education Dept., Albany.

Pub Date Jun 77

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Basic Skills, Continuous Learning, Educational Accountability, Educational Finance, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Equal Education, General Education, Health Education, Post Secondary Education, Resource Allocations, State Departments of Education, State Legislation, *Trustees, Vocational Education

Identifiers—*New York

This statement of program priorities is approved in the late spring to guide the New York State Education Department staff in detailed preparation of requests for state fiscal aid beginning the following April 1. The wide-ranging goals in general and occupational education concern lifetime learning; basic skills; health education; understanding human relations; formation of values essential to individual dignity and a humane civilization; knowledge of the humanities, social sciences, and natural sciences; occupational competence; cultural and creative awareness; citizenship; and environmental awareness. During the summer and early fall the Regents will be reviewing specific requests and proposals related to these priorities. (MLF)

ED 144 164 EA 009 802

Moore, Nelson Randolph

Funding Small Elementary Schools Under the Florida Education Finance Program Law.

Pub Date 28 Feb 77

Note—114p.; Individual Practicum of the National Ed.D. Program for Educational Leaders, Nova University; Not available in hard copy due to marginal legibility of parts of document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, *Decentralization, *Educational Finance, Elementary Secondary Education, Finance Reform, *Financial Policy, Program Descriptions, Program Development, *School Services, School Size, *Small Schools

Identifiers—Broward County Public Schools FL
Under Broward County's (Florida) decentralized school finance program, each school principal was given \$686 per student to operate his school, regardless of the school's size. As a result, small schools were unable to provide the same special services as larger schools, since they could not afford special teachers for physical education, music, library, and guidance. In this practicum, the author developed and implemented a funding scale for the school system that gave small schools more dollars per student than larger schools received. The funding scale ranged from schools with enrollments of less than 225 students to more than 813 students and provided payments of from \$900 to \$690 per student. This funding scale enabled smaller elementary schools to provide special services equal to larger schools, while maintaining pupil/teacher and pupil/professional staff ratios commensurate with school board policy and the accreditation standards of the Southern Association of Colleges and Schools. (Author/JG)

ED 144 165

EA 009 809

Barbulescu, Constantin

Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—9p.; Symposium on the Administration and Management of Educational Services and Establishments (Paris, France, July 26-30, 1976)

Available from—United Nations Educational, Scientific, and Cultural Organization, Paris, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Development, Elementary Secondary Education, *Management, Management Systems, Mathematical Models, Post Secondary Education, Problem Solving, *Schools, Systems Analysis, *Systems Approach, *Systems Development

The number and diversity of the parameters involved in the organization of modern education make it necessary to employ modern management methods and techniques to optimize decisions about the organization and improve the use of available material and financial resources. To accomplish these goals, a systems approach is advisable. A model of any educational institution's activities can be prepared, although the management and scientific administration of services calls for the application of certain modern methods which must be tailored to suit the specific conditions existing. Problem solving methods such as Delphi and brainstorming, as well as data processing systems, can be helpful in improving educational management and encouraging educational development. (Author)

ED 144 166

EA 009 810

Stego, Eskil

The Role of the School Leader and a Training Programme.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—16p.; Symposium on Management and Administration of Educational Services and Establishments (Paris, France, July 26-30, 1976); Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrator Role, *Educational Administration, Elementary Secondary Education, *Inservice Programs, *Leadership Styles, *Leadership Training, *Program Descriptions, Program Planning

Identifiers—PLUS Program, Sweden

This paper discusses the role and training needs of school leaders and then describes the rationale and basic design of a two-year Swedish program for training school leaders. The first half of the paper presents a democratic view of modern educational leadership and then examines the implications of that view for the design of training programs for educational leaders. The second half of the paper illustrates the author's recommended training approach by discussing the PLUS program for training school leaders, which was adopted by the Swedish government in 1976. (JG)

ED 144 167

EA 009 833

Andes, John Paterson, John J.

A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Decentralization, Educational Change, Elementary Secondary Education, *National Surveys, *Organizational Change, *Prediction, Research Methodology, School Community Relationship, *School Districts, Tables (Data)

Identifiers—*Delphi Technique

This paper describes a follow-up study that was made to assess the accuracy of Delphi forecasts produced as part of a 1970 study on changes in

the organizational structure of large school districts. The 1970 study examined the organizational models of 82 of the largest U.S. school districts, based on data gathered from superintendents of the districts and from chief state school officers. As part of that study, the Delphi technique was used to project organizational changes that were expected to occur in the study districts by 1974. The follow-up study surveyed the superintendents of the 82 study districts to learn which, if any, of the predicted changes have occurred. Findings of the follow-up study show that all of the organizational changes forecast to occur by 1974 have occurred, and that no changes forecast to occur after 1978 have occurred. (Author/JG)

ED 144 168

EA 009 834

Passow, A. Harry

Secondary Education Reform: Retrospect and Prospect.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 76

Note—63p.; The Julius and Rosa Sachs Memorial Lectures (Teachers College, Columbia University, New York, April 7-8, 1976); For a related document, see ED 136 432

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Change, *Educational History, Educational Problems, *Educational Trends, Futures (of Society), Literature Reviews, *Secondary Education

In these lectures the author examines current criticisms of secondary education in light of the history of secondary education reform and then discusses future prospects for reform as they relate to the place of secondary education in modern American society. The author begins by presenting a retrospective analysis of a number of studies and reform proposals dating from 1893 to 1972. He then examines the current state of reports and reform proposals, identifying and discussing 11 themes that seem to be common. He concludes by examining future prospects and likely directions for secondary education reform, based on this analysis of the history of educational reform and current social and educational trends. (JG)

ED 144 169

95

EA 009 839

School District Governance: How Democratic? Research Action Brief Number 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Contract—OEC-0-8-080353-3514

Note—5p.; Best copy available

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Role, *Educational Policy, *Educational Research, Elementary Secondary Education, *Governance, *Literature Reviews, Policy Formation, Political Influences

This brief summarizes the findings of significant research studies dealing with school district governance and the political processes of local school districts. The bulk of the discussion focuses on the research of Harmon Zeigler and his colleagues, particularly on the study described in "Governing American Schools," by Zeigler, Jennings, and Peak. Zeigler contends that although school districts are political units, the linkages between citizens and educational policy-makers are much weaker than suggested by the democratic model of American education. Rather, the policy-making process is dominated by professional administrators, especially school superintendents, instead of by elected school board members. The implication of this is that the traditional view of the schools as a service organization, rather than a political system, will be increasingly challenged, and the schools of the future will be faced by essentially political demands they are not presently equipped to handle. (JG)

ED 144 170

EA 009 840

Putting Together a Guide to Proposal Development.

Chicago Board of Education, Ill.

Pub Date 75

Note—60p.

Available from—Dr. Bruce Marchiafava, Bureau of Communication Services, 228 North LaSalle Street, Chicago, Illinois 60601 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Finance, *Educational Programs, Elementary Secondary Education, *Federal Aid, *Guidelines, Needs Assessment, Program Development, *Program Planning, *Program Proposals, *State Aid

Identifiers—Chicago Public Schools II

This booklet is designed to aid school personnel, parents, and community members in developing special educational programs that might qualify for support from federal, state, or local government agencies or from private foundations. The discussion is organized into three main chapters that focus in turn on the three stages of the proposal development process: 1) conducting a needs assessment, 2) planning a special educational program, and 3) writing a proposal for government funding. Throughout each chapter, the services available to proposal developers from the Chicago school district's Department of Government Funded Programs are described. Although the booklet is aimed primarily at school officials in the Chicago Public Schools, much of its content will be helpful to those in other school districts as well. (Author/JG)

ED 144 171

EA 009 841

Dore, Ronald

Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.

Sussex Univ. (England). Inst. of Development Studies.

Pub Date Jan 74

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developing Nations, *Educational Objectives, *Educational Policy, Elementary Secondary Education, Job Training, Occupational Aspiration, Post Secondary Education, *School Role

Schooling itself is not wicked, but schooling that seeks not to educate but merely to qualify is productive of many deplorable consequences (including "schooled" unemployment, irrelevance, ritualism, and cramping of the human spirit). The device of allocating occupational roles on the bases of certificates has only gradually replaced apprenticeship in the developed countries. Its consequences, which are bad enough in developed countries, are many times worse in the Third World. Perhaps the only way to rescue developing country schools for education (and so to make them genuinely contribute to development) lies in ceasing to use them as talent-testing machines and finding some other means of deciding who gets what jobs. (Author)

ED 144 172

EA 009 842

de Kadt, Emanuel

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55.

Sussex Univ. (England). Inst. of Development Studies.

Pub Date Jun 74

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Basic Education, *Change Strategies, *Developing Nations, *Educational Change, *Educational Objectives, *Educational Policy, Elementary Education, Employment Opportunities, *Rural Education

Identifiers—*Mexico

This paper discusses the education section of a 1974 study group (GEPE) report commissioned by the Mexican government to consider the problems of unemployment, income distribution, and poverty. The author welcomes the report's broad educational proposals, such as the priority given to rural adult education and rural primary education, as well as many of the specific suggestions made in connection with the priority tasks. However, he argues that such policies are not likely to be successful unless they are based on a more serious concern with data requirements, and that more awareness is needed of the differential needs of different groups and the reasons for the past failure of similar proposals. In his discussion, he focuses mainly on institutional problems related to adult education and on the structures and processes which appear to have hampered rural primary education. (Author/JG)

ED 144 173 EA 009 843

Hall, Budd L.
Participation and Education in Tanzania. IDS Discussion Paper No. 86.Sussex Univ. (England). Inst. of Development Studies.
Pub Date Nov 75
Note—33p.EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Adult Basic Education, *Change Strategies, Citizen Participation, Community Schools, *Developing Nations, *Educational Change, *Educational Objectives, *Educational Policy, Elementary Secondary Education, Health Education, Higher Education, *Program Descriptions, Rural EducationIdentifiers—*Tanzania
Increased participation in decision-making at the grass-roots level is one of the principal objectives of Tanzania's development strategy. Since the political decision to commit Tanzania to a path of socialism, restructuring the educational system has become a cornerstone to achieving the desired participation. This paper focuses on case studies of the adult education network, a mass health education campaign, and an experimental community school project. Constraints and contradictions within the Tanzanian system include the continued use of achievement exams at the end of primary school, as well as conflicts between expectations for "Education for Self-Reliance" and the reality of incomplete structural changes in the economic system. The resolution of these conflicts lies in the production of the rural education system and in increasing links with production where such links do not yet exist. (Author)

ED 144 174 EA 009 844

Zelonka, J. Richard
Shared Decision Processes in Public Education.Pub Date Apr 77
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Some parts may be marginally legible due to print quality of the original documentEDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Adult Basic Education, Adult Education Programs, Cognitive Processes, *Decision Making, *Decision Making Skills, Educational Problems, *Group Dynamics, Group Relations, Models, Organization, Organizational Development, *Participation, *Problem Solving Processes that integrate the logical and participative dimensions of group decision making and problem solving are increasingly important to those responsible for the organizational development of educational systems. This paper describes a model (The Optimal Combination of Processes for Creative Problem Solving) that was designed to deal with a problem class believed greater in cognitive complexity than any dealt with before. This model was designed for the development of recommendations and plans intended to improve the effectiveness and administration of a state adult basic education program. Participants were unanimous in praising the group process employed. An appendix contains sample problem and solution identification worksheets. (Author/DS)

ED 144 175 EA 009 845

Conte, Anthony E. Hanson, J. Robert
T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.New Jersey State Dept. of Education, Trenton.
Pub Date 77

Note—142p.; Not available in paper copy due to small print; For related documents, see ED 128 880 and EA 009 777; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Bibliographies, Educational Administration, Educational Objectives, Elementary Secondary Education, Glossaries, Program Budgeting, *Program Development, Program Evaluation, *Program Planning, *Reference Materials, *State StandardsIdentifiers—*Individually Guided Education, New Jersey, *Thorough and Efficient Education
This manual presents a comparative analysis of New Jersey's requirements for "Thorough and Efficient" (T & E) education and the processes of Individually Guided Education (IGE). It is designed to provide guidance to IGE schools and

districts in responding to specific program needs that might occur under the development of a T & E system at the district or school level of management. The contents of the manual are arranged in synoptic fashion, so that the requirements of the T & E process steps can be matched against the appropriate IGE responses/outcomes/objectives. Throughout the manual, T & E material is depicted on left-hand pages, and corresponding IGE material is depicted on right-hand pages. The appendix includes a synoptic glossary of parallel T & E and IGE terms, as well as bibliographic references for both T & E and IGE materials. These materials are coded by title throughout the manual. (Author/JG)

ED 144 176 EA 009 859

Davis, B. Glen Trimble, C. Scott
Kentucky Quality Education Study: 1974-75. Technical Report.Kentucky State Dept. of Education, Frankfort.
Pub Date Mar 77
Note—71p.EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Academic Achievement, Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, *School Districts, *State Surveys, Statistical Analysis, *Tables (Data)Identifiers—*Kentucky
This report presents data from the second year of a multiyear study designed to evaluate student performance in terms of measures related to the statewide goals for education in Kentucky's schools and then to determine the relationship between school system characteristics and the quality of student performance. Student performance was analyzed for the six goal areas of 1) general education, 2) occupational competence, 3) human relationships, 4) citizenship, 5) cultural appreciation, and 6) creative, constructive, and cultural thinking. All the public school districts that chose to participate in the Kentucky Educational Assessment Program were selected for the study, including 109 districts for which fourth-grade general education data were available, 92 districts for which eighth-grade data on all six measures were available, and 86 districts for which eleventh-grade data on all six measures were available. Performance data for each goal area and school district were analyzed and used to determine which characteristics differentiated the top 30 districts from the bottom 30 districts. (Author/JG)

ED 144 177 EA 009 860

Davis, B. Glen Trimble, C. Scott
Curriculum Overload—Its Effect on Teaching the Basic Skills. Technical Report.Kentucky State Dept. of Education, Frankfort.
Pub Date Jul 77
Note—43p.; Table 2 may not reproduce clearlyEDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Basic Skills, Elementary Secondary Education, Questionnaires, *State Surveys, Statistical Analysis, *Tables (Data), *Teacher Attitudes, Teacher Qualifications, *Teacher ResponsibilityIdentifiers—*Kentucky
This report presents the results of a 1977 statewide survey designed to determine whether Kentucky's public school teachers feel they are adequately prepared to teach the basic skills and whether they feel adequate time is available to teach the basic skills. Data were gathered through questionnaires distributed to a random stratified sample of 200 teachers in grades 1-4, 200 teachers in grades 5-8, and 200 teachers in grades 9-12. Overall response rate was 66 percent, ranging from 79 percent for grade 5-8 teachers to 26 percent for grade 9-12 teachers. The report presents and analyzes the responses for each of the 22 questionnaire items in turn and then offers conclusions on their implications. Major findings of the study were that elementary teachers acknowledged a higher level of responsibility for basic skills instruction than did high school teachers. Although high school teachers felt they did not have sufficient time to spend on the basic skills, there was no evidence that this was a result of overloading the curriculum with courses such as consumer education and career education. (Author/JG)

ED 144 178 95 EA 009 861

Bottomly, Forbes, Ed.
Critical Issues in American Education. A Report.Council of Chief State School Officers, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Note—293p.EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.
Descriptors—*Conference Reports, Curriculum, Educational Accountability, *Educational Change, Educational Finance, *Educational Needs, Educational Planning, *Educational Problems, *Educational Trends, Elementary Secondary Education, Evaluation, Governance, Social Problems, Staff ImprovementIdentifiers—Institute for Chief State School Officers 1975
This report is based on a discussion of critical issues in education that was the focal point of the 1975 Institute of Chief State School Officers. In preparation for the 1975 Institute, each chief officer was asked to prepare a short paper describing the most important issues facing him on the state level and those he believed to be the most important national issues. Most of the report consists of those papers. In addition, there is also a lengthy "Overview of Critical Issues," which was written by Forbes Bottomly and Allison Kitfield based on the papers submitted, the discussions at the institutes and a summary of the institute's proceedings. The overview focuses in turn on the following: educational finance and governance; planning, evaluation, and accountability; professional development; school curriculum; and social issues in education. (JG)

ED 144 179 24 EA 009 865

A Flexible Scheduling Approach.
Tamaqua Area School District, Pa.Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Bureau No.—76-75433C
Pub Date [76]Note—41p.; Photos may not reproduce
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Flexible Scheduling, *Program Descriptions, *Program Development, *Schedule Modules, School Administration, *School Schedules, Secondary EducationIdentifiers—*Arena Scheduling, Elementary Secondary Education Act Title IV C, Tamaqua Area School District PA
This publication describes arena and modular scheduling programs developed as a cooperative effort of two Pennsylvania high schools. Included are descriptions of the procedure used by Marian High School in its transition to modular scheduling and the procedures and materials used by Tamaqua Area High School in its arena scheduling system. Much of the publication consists of an appendix that presents sample materials, forms, and timelines for Tamaqua High School's arena scheduling system. (JG)

ED 144 180 95 EA 009 866

Rosaler, Jean A. Deal, Terrence E.
Across the Great Divide: Teachers and Administrators Interpret Research Findings.Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Apr 77Contract—NE-C-00-3-0062
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Tables may not reproduce clearlyEDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Educational Research, Elementary Secondary Education, *Experimental Programs, Organizational Change, *Program Descriptions, *Research Utilization, Specialists, Teacher Administrator Relationship, Team Teaching, *Workshops

In a specially designed forum, 30 teachers and administrators joined a group of researchers to interpret some recent research findings. Discussion groups focused on four issues: teacher and principal morale, specialists and conflict, teacher teams, and "loose coupling" between the district and school. A dynamic exchange of ideas resulted, with both the researchers and practitioners gaining new perspectives. The researchers saw alternative ways to view their data; the practitioners left with a new slant on pressing educational problems. Most importantly, the two

ED 144 181 95 EA 009 867

Bottomly, Forbes, Ed.
Critical Issues in American Education. A Report.Council of Chief State School Officers, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Note—293p.EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.
Descriptors—*Conference Reports, Curriculum, Educational Accountability, *Educational Change, Educational Finance, *Educational Needs, Educational Planning, *Educational Problems, *Educational Trends, Elementary Secondary Education, Evaluation, Governance, Social Problems, Staff ImprovementIdentifiers—Institute for Chief State School Officers 1975
This report is based on a discussion of critical issues in education that was the focal point of the 1975 Institute of Chief State School Officers. In preparation for the 1975 Institute, each chief officer was asked to prepare a short paper describing the most important issues facing him on the state level and those he believed to be the most important national issues. Most of the report consists of those papers. In addition, there is also a lengthy "Overview of Critical Issues," which was written by Forbes Bottomly and Allison Kitfield based on the papers submitted, the discussions at the institutes and a summary of the institute's proceedings. The overview focuses in turn on the following: educational finance and governance; planning, evaluation, and accountability; professional development; school curriculum; and social issues in education. (JG)

ED 144 182 95 EA 009 868

Bottomly, Forbes, Ed.
Critical Issues in American Education. A Report.Council of Chief State School Officers, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75
Note—293p.EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.
Descriptors—*Conference Reports, Curriculum, Educational Accountability, *Educational Change, Educational Finance, *Educational Needs, Educational Planning, *Educational Problems, *Educational Trends, Elementary Secondary Education, Evaluation, Governance, Social Problems, Staff ImprovementIdentifiers—Institute for Chief State School Officers 1975
This report is based on a discussion of critical issues in education that was the focal point of the 1975 Institute of Chief State School Officers. In preparation for the 1975 Institute, each chief officer was asked to prepare a short paper describing the most important issues facing him on the state level and those he believed to be the most important national issues. Most of the report consists of those papers. In addition, there is also a lengthy "Overview of Critical Issues," which was written by Forbes Bottomly and Allison Kitfield based on the papers submitted, the discussions at the institutes and a summary of the institute's proceedings. The overview focuses in turn on the following: educational finance and governance; planning, evaluation, and accountability; professional development; school curriculum; and social issues in education. (JG)

groups also saw how they can mutually benefit from each other, and many of their stereotyped images were eroded. (Author)

ED 144 181 EA 009 867
Selection and Certification in Education and Employment.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 77

Note—146p.; Not available in paper copy due to small light type of original document

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Certification, *Credentials, Employment Opportunities, *Employment Practices, Employment Qualifications, Higher Education, *Job Training, *Personnel Selection, Post Secondary Education, Recruitment, Secondary Education

This publication identifies and discusses crucial issues related to the role of credentialing and certification procedures in the functioning of educational systems. Part 1 analyzes in detail selection and credentialing practices as they affect the functions and objectives of the various levels of formal education systems. Part 2 focuses on the different purposes credentials serve for individuals, various interest groups, and society as a whole and discusses employers' attitudes toward credentials as evidenced by their recruitment and promotion practices. Part 3 examines how the trend toward professionalization and the efforts of different occupational groups to maintain their bargaining power influence training and certification. (Author/JG)

ED 144 182 EA 009 873

Alston, Herbert L.

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HSD (K-3).

Houston Independent School District, Tex.

Pub Date 15 Jul 77

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*English (Second Language), *Models, *Needs Assessment, Program Descriptions, *Research Methodology, Sampling, Spanish Speaking, Statistical Analysis, *Tables (Data)

Identifiers—*Educational Needs Projection Model, Houston Independent School District TX

This publication discusses the development and use of an Educational Needs Projection (ENP) model designed to estimate the number of students "who have difficulty with instruction in English" in the Houston Independent School District. Unlike a state-mandated program that requires teachers and counselors to identify Limited English-Speaking Ability (LESA) students, the ENP model estimates the number of LESA students from questionnaires completed by a stratified random sample of students' parents. The author describes the sampling procedure, rate of questionnaire return, confidence limits, and planning use of the ENP model and presents a number of statistical tables containing data from a survey that used the ENP model to estimate the number of LESA students in grades 1-3. Also included are tables that present data on LESA students based on teachers' and counselors' evaluations. (JG)

ED 144 183 EA 009 876

Havelock, Ronald G.

Massachusetts Educational Innovators in Action: "The Process for the Product."

Merrimack Education Center, Chelmsford, Mass.

Pub Date Sep 76

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, *Administrator Role, *Demonstration Projects, *Diffusion, *Educational Innovation, Elementary Secondary Education, Federal Programs, *Program Administration, Program Evaluation, State Surveys
Identifiers—*Elementary Secondary Education Act Title III, Massachusetts

This report describes a study of one-year educational innovation projects funded under Title

III of the Elementary and Secondary Education Act of 1965. Focus of the study was not on the content of the projects but on how they were conducted, with particular emphasis on the role of the project directors. Data for the study were gathered through lengthy personal interviews with the directors of 32 of the 33 Title III projects funded in Massachusetts during 1975-76. Separate sections of the report discuss the project director's role, the process of building and maintaining relationships with key people and groups, the projects as problem-solving models, the adequacy of project funding under Title III, the process of stabilizing innovative projects, the process of disseminating innovative projects, and the process of evaluating innovative projects. (JG)

ED 144 184 EA 009 879

Lamborn, Robert L. And Others

The Nonpublic School and Private Philanthropy. A Report.

Council for American Private Education, Washington, D.C.

Pub Date Dec 74

Note—18p.; Not available in hard copy due to marginal legibility of original document; The Commission on Private Philanthropy and Public Needs sponsored the preparation of this paper

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, Parochial Schools, *Private Financial Support, *Private Schools, School Statistics, *Tables (Data)

This paper discusses a number of topics related to the educational role and financial support of nonpublic elementary and secondary schools in the United States, with emphasis on the importance of private philanthropy in providing financial support for such schools. Section 1 briefly examines the scope of nonpublic elementary and secondary education in the U.S., both in terms of the number of such schools and their enrollment and in terms of their financial resources and operating costs. Section 2 discusses the public purposes and benefits of nonpublic schools. Section 3 examines the relationship of private philanthropy to nonpublic schools. Section 4 presents comparative financial analyses of the expenditures and income for a group of church-related schools affiliated with the Lutheran Church-Missouri Synod and for a group of independent private schools. (Author/JG)

ED 144 185 95 EA 009 883

Wise, James H., Ed.

Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).

Children's Hospital of the District of Columbia, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—NIE-P-77-0079

Note—59p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Civil Liberties, Conference Reports, *Corporal Punishment, *Discipline, *Discipline Policy, Educational Policy, Elementary Secondary Education, *Punishment, Research, State Legislation, Student Rights, *Student School Relationship, *Supreme Court Litigation

Identifiers—*Ingraham v Wright

The conference from which these papers were taken was designed to present a balanced cross-section of opinion on the controversial subject of corporal punishment in the school. The papers contained in this volume include a review of the research on the effects of punishment, an analysis of state legislation regulating corporal punishment in the schools, as well as papers for and against the use of corporal punishment. Special attention is given to the U.S. Supreme Court's decision in the *Ingraham v. Wright* case, in which the Court ruled that corporal punishment does not violate student's Eighth Amendment rights (freedom from cruel and unusual punishment) nor require due process before it is applied to students. The volume concludes with an open forum dialogue among representatives of the American Federation of Teachers, the American Psychological Association, and the National Parent Teacher Association. (DS)

ED 144 186 EA 009 885

A Study of Thirteen Catholic High Schools in Greater Cincinnati.

Dayton Univ., Ohio. Office of Educational Services.

Pub Date Feb 76

Note—207p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrator Attitudes, *Catholic High Schools, City Demography, Curriculum, *Educational Philosophy, Enrollment Projections, *Enrollment Trends, *Parent Attitudes, Private Schools, *School Surveys, Secondary Education, Student Attitudes, *Tables (Data), Teacher Attitudes

Identifiers—*Ohio (Cincinnati)

This report presents the results of a study of the 13 Catholic high schools in greater Cincinnati. The report presents and discusses 1) a survey and analysis of administrator, faculty, student, and parent attitudes and ideas about Catholic high school education, 2) an analysis of the educational philosophies and curricula of the study schools, and 3) an analysis of demographic and school enrollment data for greater Cincinnati in general and the 13 Catholic high schools and their feeder schools in particular. Each chapter includes the study team's recommendations regarding needed improvements in the schools, in light of the survey data and analyses. (Author/JG)

ED 144 187 EA 009 886

A Study of the Catholic Elementary Schools in Greater Cincinnati.

Dayton Univ., Ohio. Office of Educational Services.

Pub Date Jan 77

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Attitudes, *Catholic Elementary Schools, Educational Finance, Elementary Education, *Enrollment Trends, Private Schools, *Questionnaires, *School Surveys, *Tables (Data)

Identifiers—*Ohio (Cincinnati)

This report presents the results of a study of the Catholic elementary schools in greater Cincinnati. Primary purpose of the study was to determine whether too many small elementary schools and too many small classes make consolidation of Catholic elementary schools in the Cincinnati area economically desirable in light of declining population and enrollment trends. Separate chapters describe the background and purpose of the study, results of a survey of parish school pastors, results of a survey of parish school principals, results of site visitations of 28 selected parish schools, and the study team's recommendations for specific elementary schools and for the Archdiocese as a whole. (JG)

ED 144 188 EA 009 887

Jefferson Township Schools Study.

Dayton Univ., Ohio. Office of Educational Services.

Pub Date Mar 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Attitudes, *Change Strategies, City Demography, Curriculum Evaluation, *Educational Facilities, *Enrollment Trends, *Facility Case Studies, *Facility Utilization Research, Junior High Schools, *Organizational Change, School Schedules, Secondary Education, Senior High Schools, Staff Utilization

Identifiers—*Jefferson Township Schools OH

This report presents a study that examines the possibility of reorganizing the Jefferson Township (Ohio) Schools' junior high and high school from their present 7-9/10-12 configuration to a 7-8/9-12 grade plan. Data for the study were gathered through 1) a facilities study of the junior high and high school to examine space availability, present facilities utilization, potential facilities utilization with reorganization, and general condition of the buildings; 2) a review of enrollment data and demographic information; 3) an examination of present and potential school staffing patterns; 4) an examination of present and potential scheduling patterns; 5) an examination of present junior high and high school curriculum and the possible impact of the potential curriculum changes with reorganization; and 6) a series of interviews with administrative personnel to

determine their attitudes toward reorganization and perceived staffing, scheduling, and curriculum needs. Based on an analysis of these data, the study team recommends adoption of the proposed reorganization. (Author/JG)

ED 144 189 EA 009 888

Geiger, John O. Torge, Herman
Bradford School Study
Dayton Univ., Ohio. Office of Educational Services.

Pub Date Apr 77

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Change Strategies, City Demography, Curriculum Evaluation, *Declining Enrollment, Educational Change, Educational Facilities, Enrollment Trends, School Surveys, Secondary Education, *Small Schools, *Vocational Education, Vocational High Schools

Identifiers—*Bradford Exempted Village Schools OH

This report presents a study of Bradford (Ohio) High School, a four-year school of 200-300 students that has experienced significant recent declines in grades 11 and 12 enrollment as many students have begun attending a nearby Joint Vocational School. Primary purpose of the study is to aid school officials in learning what draws Bradford students to the Joint Vocational School and in deciding how best to respond to the problem. The report includes 1) the results of student and faculty surveys; 2) interviews with administrators, school board members, and community representatives; 3) a study of the high school curriculum; 4) a building utilization study; 5) an examination of demographic and enrollment data; and 6) a review of the study's major findings. The final section of the report presents the study team's recommendations on how to deal with the problem of declining enrollment at Bradford High School. (Author/JG)

ED 144 190 95 EA 009 889

Ward, William And Others
Providing Organizational Development Skills (PODS): A Combined Training Program.
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Dec 76

Contract—NE-C-00-3-0072

Note—221p.; Tables and parts of appendixes may not reproduce clearly due to marginal legibility of original; For related documents, see EA 009 890-892

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Case Studies, Consultation Programs, Educational Programs, Elementary Secondary Education, Guidelines, *Organizational Development, Organizational Theories, *Program Descriptions, *Program Development, *Transfer of Training

Identifiers—*Providing Organizational Development Skills (PODS)

This publication describes the Providing Organizational Development Skills (PODS) program, a series of eight instructional systems that together are intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS include: Group Problem Solving; Interpersonal Communications; Research Utilizing Problem Solving; Interpersonal Influence; Social Conflict and Negotiative Problem Solving; Preparing Educational Training Consultants: Skills and Training (PETC-I); Preparing Educational Training Consultants: Consulting (PETC-II); and Preparing Educational Training Consultants: Organizational Development (PETC-III). These eight instructional systems are most effective when taken sequentially; altogether, PODS requires approximately 650 hours of training over two to three years. Chapter 1 provides a brief review of organizational development theory and the rationale for PODS training. Chapters 2, 3, and 4 present case studies that describe how PODS was or is being installed in three sites. Chapter 5 summarizes and reflects on the installation experiences. Chapter 6 presents a proposed strategy for PODS implementation. (Author/JG)

ED 144 191 95 EA 009 890

Jung, Charles C.

Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III).
Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Apr 77

Contract—NE-C-00-3-0072

Note—263p.; For related documents, see EA 009 889-892; Some pages may be marginally legible due to small type

Available from—Commercial-Educational Distributing Services, 8116 S.W. Nimbus, Beaverton, Oregon 97005 (\$8.80)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consultants, Educational Change, Elementary Secondary Education, *Organizational Change, *Organizational Development, *Organizational Theories, Program Development, *Transfer of Training

Identifiers—*Preparing Educ Training Consultants Org Devel, *Providing Organizational Development Skills (PODS)

This is one of three companion volumes that present the theoretical basis, instructional strategies, and participant materials for the Preparing Educational Training Consultants: Organizational Development (PETC-III) program, an instructional system for training school system organizational development (OD) consultants. This particular publication provides the theoretical framework for the PETC-III training system and, more generally, for the application of OD in educational settings. The PETC-III program is one of eight instructional systems that together comprise the Providing Organizational Development Skills (PODS) program, which is intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS are most effective when taken sequentially; PETC-III is intended to be the last step in that sequence. The training design of PETC-III calls for five separate 3-4 day workshop sessions totaling 17 days, to be held during a period of 6-8 months. (JG)

ED 144 192 95 EA 009 891

Pino, Rene F. Emory, Ruth P.

Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III).

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Sep 77

Contract—NE-C-00-3-0072

Note—144p.; For related documents, see EA 009 889-892

Available from—Commercial-Educational Distributing Services, 8116 S.W. Nimbus, Beaverton, Oregon 97005 (\$5.60)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consultants, Elementary Secondary Education, *Instructional Design, Instructional Materials, Manuals, *Organizational Development, *Training Techniques, *Transfer of Training, Workshops

Identifiers—*Preparing Educ Training Consultants Org Devel, *Providing Organizational Development Skills (PODS)

This is one of three companion volumes that present the theoretical basis, instructional strategies, and participant materials for the Preparing Educational Training Consultants: Organizational Development (PETC-III) program, an instructional system for training school system organizational development (OD) consultants. This particular publication is an instructional manual for use by the senior trainer in charge of the PETC-III program. Besides outlining instructional strategies for use during the workshop activities, it also includes a sample set of memos, work assignments, and additional resources to be mailed to program participants between workshops. The PETC-III program is one of eight instructional systems that together comprise the Providing Or-

ganizational Development Skills (PODS) programs, which is intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS are most effective when taken sequentially; PETC-III is intended to be the last step in that sequence. The training design of PETC-III calls for five separate 3-4 day workshop sessions totaling 17 days, to be held during a period of 6-8 months. (JG)

ED 144 193 95 EA 009 892

Pino, Rene F. Emory, Ruth P.

Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III).

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Sep 77

Contract—NE-C-00-3-0072

Note—410p.; For related documents, see EA 009 889-891; Some parts may be marginally legible due to type size

Available from—Commercial-Educational Distributing Services, 8116 S.W. Nimbus, Beaverton, Oregon 97005 (\$18.85)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consultants, Elementary Secondary Education, Instructional Design, *Instructional Materials, *Manuals, *Organizational Development, *Transfer of Training, Workshops

Identifiers—*Preparing Educ Training Consultants Org Devel, *Providing Organizational Development Skills (PODS)

This is one of three companion volumes that present the theoretical basis, instructional strategies, and participant materials for the Preparing Educational Training Consultants: Organizational Development (PETC-III) program, an instructional system for training school system organizational development (OD) consultants. This particular publication presents procedural guidelines, instructional materials, and relevant background information and theoretical data for use by participants in the PETC-III program. These materials are designed to correspond to the instructional strategies outlined in the previous volume and are numbered accordingly. The PETC-III program is one of eight instructional systems that together comprise the Providing Organizational Development Skills (PODS) program, which is intended to provide educators with the knowledge, skills, and sensitivities to organize and manage educational systems in more relevant, humane, effective, and efficient ways. The eight component systems of PODS are most effective when taken sequentially; PETC-III is intended to be the last step in that sequence. The training design of PETC-III calls for five separate 3-4 day workshop sessions totaling 17 days, to be held during a period of 6-8 months. (JG)

ED 144 194 EA 009 893

Schooling: Expectations in Conflict. Report.

National Education Association, Washington, D.C.

Pub Date 77

Note—62p.; Report of the NEA Instruction and Professional Development; National Accountability Conference (Washington, D.C., March 16-19, 1977)

Available from—NEA Publications Order Department, Academic Building, Sawmill Road, West Haven, Connecticut 06516 (\$7.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Change Strategies, *Conference Reports, Conflict, *Conflict Resolution, *Educational Accountability, Educational Assessment, *Educational Objectives, Elementary Secondary Education, Symposia

This publication reports the proceedings of the National Accountability Conference held by the National Education Association in March 1977 on the theme: "Schooling: Expectations in Conflict." Section 1 of the report draws primarily on the contributions of the major speakers and seminar leaders to discuss the nature of conflict, the implications for schooling if present conflicts are not resolved, the constructive uses of conflict, and the resolution of conflict. Section 2 summarizes the concerns and priorities expressed by

seminar participants in conference work groups. Section 3 summarizes the action plans presented by the conference work groups to NEA Executive Director Terry Herndon, and Herndon's responses. Section 4 contains brief concluding remarks on the conference, abstracts of conference resource papers, and a list of conference participants. (Author/JG)

ED 144 195

EA 009 894

Powell, Barbara Schieffelin

Intensive Education: The Impact of Time on Learning.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Edward John Noble Foundation, New York, N.Y.; National Association of Independent Schools, Boston, Mass.

Pub Date 76

Note—53p.

Available from—The Commission on Educational Issues, Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Educational Alternatives, Educational Innovation, Literature Reviews, *Program Descriptions, Program Development, Program Length, *School Schedules, Secondary Education, *Student Teacher Relationship, Teacher Role, *Time Factors (Learning)

Identifiers—*Intensive Education

Intensive education is an alternative educational approach in which students study one or two subjects a day for a concentrated number of weeks. This report considers whether intensive study is a valid alternative to the traditional class schedule and discusses the strengths, values, and problems of intensive education. Data sources for the report include 1) a selective review of the history and literature of intensive education; 2) interviews with teachers, administrators, and students; 3) site visits to nine intensive education programs; 4) observation of 12 intensive education classes; and 5) a survey of administrators of 34 secondary school intensive education programs. Section 1 presents a historical review of different studies and approaches involving time as a dimension of learning. Section 2 discusses examples of various intensive education programs. Section 3 examines the effects of intensive education on student learning, teacher roles and methods, and student-teacher relationships. Section 4 discusses the implementation of intensive education programs. The appendix describes 20 existing programs that incorporate some form of intensive study at the secondary level. (Author/JG)

ED 144 196

EA 009 895

The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition.

Vincent/Curtis, Boston, Mass.

Pub Date 77

Note—302p.

Available from—Vincent/Curtis, 224 Clarendon Street, Boston, Massachusetts 02116 (free)

Document Not Available from EDRS.

Descriptors—*Boarding Schools, *Directories, Elementary Secondary Education, Higher Education, Private Colleges, *Private Schools, *Resident Camp Programs, *Summer Programs

This publication is an annual directory to several hundred selected independent schools and colleges, summer study programs, and camps throughout the United States. Most of the directory's content consists of advertisements for particular schools, programs, and camps, grouped by geographic region. In addition to advertisements, it also includes 23 articles by the heads of various schools and camps, which focus on current trends in the field and address issues of possible interest to parents of prospective students. (JG)

ED 144 197

EA 009 896

Levy-Garboua, Louis And Others

Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 77

Note—352p.; Several pages may be marginally legible due to small type

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$12.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Capital Outlay (for Fixed Assets), Costs, *Educational Finance, Elementary Secondary Education, *Instructional Student Costs, *International Studies, *Noninstructional Student Costs, Post Secondary Education, Statistical Analysis, *Tables (Data)

Identifiers—France, Japan, United Kingdom

This study is intended to improve analyses of the cost of education at both the national level and in international comparisons. Hitherto, international comparisons of educational costs have been hindered by the fact that governmental education budgets often include many noninstructional costs while excluding adult education costs and private costs of education not financed out of Ministry of Education funds. This study adjusts for such differences in order to present comparable data based on a standardized and comprehensive definition of the scope of education. Components of the cost estimates are presented in full detail by level of education, with a detailed description of the estimating procedures used. Most of the book consists of individual pilot studies of educational expenditures in France, Japan, and the United Kingdom, respectively. The French pilot study is written in French, while the Japanese and British studies are in English. The rest of the book, including the foreword, summary and conclusions, and methodological annex sections, are in both French and English. (Author/JG)

ED 144 198

EA 009 897

Mackey, James A.

An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date Aug 77

Note—19p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (31st, Eugene, Oregon, August 14-19, 1977)

Available from—Dr. C. Robert Blackmon, Director, Bureau of Educational Research, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803 (\$2.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Confidentiality, Confidential Records, Elementary Secondary Education, *Federal Legislation, *Guidelines, *Parents, Post Secondary Education, School Law, School Personnel, School Policy, *Student Records, Student Rights, *Students

Identifiers—*Family Educational Rights and Privacy Act 1974

The Family Educational Rights and Privacy Act of 1974 (commonly known as the Buckley Amendment) grants parents of students and eligible students the right to inspect, challenge, and, to some degree, control the release of information from a student's school or college file. The act provides for denial of federal funds to institutions that do not comply with its provisions. This paper, which is a point-by-point analysis of the provisions of the act, is intended to serve as a set of guidelines for school officials. Sections of this document, which conform to sections of the act itself, include definitions of terms, applicability of the act, inspection and review of education records, amendment of education records, restrictions on disclosure of personally identifiable information from education records, and enforcement of the act. (Author/DS)

ED 144 199

EA 009 898

Disruptive Youth: Causes and Solutions.

National Association of Secondary School Principals, Reston, Va.

Pub Date 77

Note—38p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Strategies, Counseling Programs, *Discipline Problems, Human Relations Programs, *Program Development, School Statistics, Secondary Education, *State Surveys, *Student Behavior

Identifiers—Maryland

This monograph examines the causes of student disruption and proposes some practical solutions, based on the work of Maryland's 1975 Task Force on Educational Programs for Disruptive Youth. Primary purpose of the Maryland task force was to identify appropriate programs for young people who cannot function in the contemporary school setting. To determine the magnitude and nature of disruptive student behaviors, the Task Force analyzed questionnaire data supplied by administrators from schools enrolling 75 percent of Maryland's grades 7-12 students. Based on this analysis, the task force recommended five basic types of programs, including 1) a continuum of alternatives and services for students with problems, 2) human relations training for all segments of the school population, 3) expanded counseling services, 4) community diagnostic/treatment centers, and 5) specialized teacher training. Much of the monograph discusses these five programs, including the assumptions upon which each program is based and the rationale for its adoption. The appendix summarizes responses to the task forces' statewide administrator survey. (JG)

ED 144 200

EA 009 899

Van Pool, Gerald M.

Improving Your Student Council.

National Association of Secondary School Principals, Reston, Va.

Pub Date 77

Note—28p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Change Strategies, Cocurricular Activities, *Guidelines, *Organizational Effectiveness, Secondary Education, *Student Government, Student Organizations, *Student Participation, *Student School Relationship

This booklet examines the role of the student council in secondary schools and discusses a variety of strategies for making the student council a valuable part of students' education and a useful component of the school community. Short sections focus in turn on the objectives of student councils, criteria for evaluating student council performance, common maladies plaguing student councils, suggestions for improving student council effectiveness, strategies for publicizing student councils, and teachers' responsibilities to student councils. (JG)

ED 144 201

EA 009 900

The Investment of School Funds, 1976.

New York State Education Dept., Albany. Office of Educational Finance, Management, and School Services.

Pub Date 76

Note—24p.; Prepared by the Commissioner's Advisory Committee for School Business Administration

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Definitions, Educational Administration, *Educational Finance, Elementary Secondary Education, Financial Policy, *Guidelines, *Investment, *Money Management, *School Districts, School Funds, Urban Schools

Identifiers—*New York

This booklet is intended to provide New York school district officials with a convenient yet comprehensive source of information on the investment of school funds. The booklet contains nine brief sections that focus in turn on school-by-step investment policy, guidelines, cash flow charts, wire transfer of invested funds, types of investments, city school districts. Although some of the recommended practices are desirable, many of the requirements of New York law, much of the discussion and many of the guidelines will be of value to school officials of other states as well. (JG)

ED 144 202

EA 009 901

Gonder, Peggy Odell

Linking Schools and the Community. Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date 77

Note—96p.; Some parts may be marginally legible due to colored background

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13339, \$7.95; all orders under \$8 must be accompanied by payment; orders over \$8 must be accompanied by payment unless submitted on an authorized purchase order)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, *Community Involvement, Elementary Secondary Education, *Guidelines, Organizational Communication, Problem Solving, *Program Descriptions, *Program Development, *School Community Relationship, Volunteers

This booklet discusses the importance of involving members of the community in public school programs and activities and presents brief profiles of current school programs and policies that are attempting to do so. The author examines in detail the kinds and extent of parent and community interaction with the schools and describes what different schools throughout the country are doing to encourage active, constructive community participation. Separate chapters of the booklet provide guidelines for 1) breaking down barriers to parent participation; 2) organizing a volunteer program; 3) involving the community in problem solving, long-range planning, goal setting, and evaluation; 4) working with advisory committees; 5) working with special interest groups; and 6) identifying critical community issues, such as decentralization, school closings, and collective bargaining. (Author/JG)

ED 144 203 EA 009 902
A Report of the Commission on Federal Paperwork. Education.

Commission on Federal Paperwork, Washington, D.C.

Pub Date 29 Apr 77
Note—108p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00426-7; \$2.20)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.
Descriptors—*Administrative Change, *Change Strategies, Contracts, Educational Administration, Educational Discrimination, Elementary Secondary Education, *Federal Programs, Higher Education, Post Secondary Education, *Recordkeeping, *Records (Forms), Student Financial Aid

This study analyzes the paperwork burden placed on the educational community by the federal government and recommends ways to reduce those burdens while still providing the data needed for effective planning and administration. Information for the study was gathered through public hearings, interviews with federal agency personnel, analyses of government reports and studies, a survey of all Office of Education programs, surveys conducted by the Council of Chief State School Officers and the National Association of College and University Business Officers, and indepth studies conducted at George Washington University and the University of Maryland at College Park. Separate sections of the report focus in turn on paperwork burdens related to grants and contracts, student financial aid, nondiscrimination requirements, and management controls. (Author/JG)

ED 144 204 95 EA 009 904
Advisory Committees. The Best of ERIC, Number 30.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77
Contract—OEC-0-8-080353-3514

Note—5p.; Some parts may reproduce poorly due to colored paper

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Advisory Committees, *Annotated Bibliographies, Boards of Education, *Citizen Participation, Citizens Councils, *Community Involvement, Decision Making, Elementary Secondary Education, Parent Participation, Parent School Relationship, Principals, *School Community Relationship, Vocational Education

This annotated bibliography contains selected sources on advisory committees indexed in the ERIC system. The 11 documents and journal articles deal with various aspects of this topic, including the utilization of advisory committees for vocational and occupational education, the role of the school principal as committee leader, and how to obtain and maintain citizen involvement in advisory committees. Several of the entries examine the issue of the extent to which citizens and parents should be allowed to participate in school decision making processes through advisory committees. These 11 sources are to be regarded as representative of the material on this subject, not as a complete catalog of ERIC sources. (DS)

ED 144 205 95 EA 009 905
Progress of Education in the United States of America 1974-75, 1975-76.

Office of Education (DHEW), Washington, D.C.
Spons Agency—International Bureau of Education, Geneva (Switzerland).

Report No.—HEW-OE-77-19104
Pub Date 77

Note—99p.; Report for the Thirty-Sixth International Conference of Education; Tables may not reproduce clearly due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01711-7; \$2.40)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Organization, Bibliographies, Educational Administration, Educational Legislation, *Educational Policy, *Educational Resources, *Educational Trends, Elementary Secondary Education, Government Role, Information Services, Post Secondary Education, *School Statistics, Tables (Data), Teacher Education

This report covering the period 1974 to 1976 is the most recent in a series of reports prepared for the International Conference on Education, which is held periodically in Geneva, Switzerland under the auspices of UNESCO. Part 1 describes the present organization and administration of education in the United States. Separate sections focus in turn on general principles of American education, the system of educational administration, American educational structure and organization, school curriculum, and teacher education. Part 2 contains a progress report on developments in U.S. education during the period 1974-76. The first section provides information on trends and new policy orientations resulting from recent federal and state legislation. The second section consists of selected statistics on American education compiled by the National Center for Education Statistics to show developments and trends in various aspects of U.S. education. The third section focuses on the development of educational research and information services. The appendix includes a brief tabulation of major educational legislation enacted during the 1974-76 period, a directory of the Educational Resources Information Center (ERIC) clearinghouses, and a list of selected educational publications published in the U.S. during the 1974-76 period. (Author/JG)

ED 144 206 EA 009 906

Gillette, Arthur Lavery

Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.

Massachusetts Univ., Amherst. Center for International Education.

Pub Date 77

Note—318p.; Best copy available

Available from—Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 (\$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Case Studies, *Developing Nations, *Economic Development, Educational Administration, *Educational Development, Educational Finance, Educational History, Educational Objectives, Educational Trends, Elementary Secondary Education, *Nonformal Education, Sociocultural Patterns

Identifiers—*Tanzania

This book presents a lengthy case study of education in Tanzania that examines 1) the emerging relationships between formal and nonformal edu-

cation in Tanzania, 2) the models of socioeconomic development reflected in the relationships between formal and nonformal education, and 3) the evolution of the Tanzanian revolution as reflected by the relationship between formal and nonformal education. Data for the study were drawn mainly from published documents on education in post-revolution Tanzania, supplemented by conversations with Tanzanian and foreign educational researchers and practitioners. Most of the book consists of a case study that outlines the historical development of Tanzanian education and then discusses the respective responses of formal and nonformal education to crucial issues related to the goals of education, the amount of education provided, the kind of education provided, resources for education, financing of education, organization of education, and foreign influences on education. (Author/JG)

ED 144 207 95 EA 009 907
Newlove, Beulah W. Hall, Gene E.

A Manual for Assessing Open-Ended Statements of Concern About an Innovation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—42p.; Procedures for Adopting Education Innovations Project/CBAM

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Content Analysis, *Educational Innovation, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Models, Post Secondary Education, *Program Attitudes, Records (Forms), Response Mode

One simple and straightforward way to learn about individuals' concerns about an educational innovation is to ask them to respond to the question, "When you think about (the innovation), what are you concerned about?" This manual is intended to aid school officials in analyzing these open-ended concerns statements in order to effectively assess and respond to common concerns. The authors first examine the nature of concerns about an innovation and how to deal with them, with particular emphasis on the "seven stages of concern about innovations" model developed at the University of Texas. They then discuss the actual use and scoring of open-ended concerns statements and present sample data collection sheets, sample concerns statements scored according to the seven stages of concern, and sample concerns statements that illustrate each of the seven stages of concern. (Author/JG)

ED 144 208 95 EA 009 908
Administration of Compensatory Education. A Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 Sep 77

Note—101p.; Appendix A will not reproduce clearly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, *Compensatory Education, *Educationally Disadvantaged, Educational Needs, Educational Programs, Elementary Secondary Education, Federal Aid, Federal Legislation, Federal Regulation, *Federal State Relationship, Legal Problems, Legal Responsibility, *Program Administration, Program Evaluation, State Departments of Education, *State School District Relationship

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The research on which this report is based was intended to explore ways in which improvements can be made in Title I through modifications in the administrative process. The report reviews the actions of the federal and state governments in using Title I funds to provide special educational services to educationally disadvantaged children in low-income areas and concentrates on the administrative actions of the federal and state governments. It analyzes the actions of the U.S. Office of Education (OE) in establishing the legal framework for the program and in monitoring and enforcing its proper implementation by states and local educational agencies (LEAs). It also analyzes the actions of state governments in administering Title I and in operating compensatory education programs. (Author/MLF)

ED 144 209 EA 009 909

Stephens, Richard Thomson, Scott
Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1.

National Association of Secondary School Principals, Reston, Va.
 Pub Date Oct 77

Note—13p.; Document may not reproduce clearly due to light color of print on original
 Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, quantity discounts, payment must accompany orders of \$10 or less)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Individualized Instruction, *Inservice Teacher Education, *Needs Assessment, Program Improvement, Teacher Centers, Teacher Evaluation, *Teacher Improvement, *Teacher Participation

Although general agreement exists about the importance of inservice teacher education, there is general dissatisfaction with its typical large-group implementation. A more successful strategy is to devise inservice programs that are based on the individual objectives of individual teachers. In such programs principals plan cooperatively with each teacher for inservice programs, a variety of options are determined by individual teachers, and evaluation of inservice experiences is based on the degree to which the activity actually assists the teacher to accomplish objectives. Schools using an objectives-based approach to teacher evaluation can develop inservice programs that support reaching the objectives on which the teachers are to be evaluated. Seven examples of individualized inservice programs are given. (Author/MLF)

ED 144 210 EA 009 910

Report: *Discipline in Our Big City Schools.*
 National School Boards Association, Washington, D.C.

Pub Date 77

Note—45p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$3.50 prepaid)

Document Not Available from EDRS.

Descriptors—*Discipline, *Discipline Policy, *Discipline Problems, Educational Alternatives, Elementary Secondary Education, Misbehavior, *National Surveys, Parents, *School Districts, Student School Relationship, Suspension, Tables (Data), Teachers, *Urban Schools
 Identifiers—*Alternatives to Suspension

The National School Boards Association Discipline Committee found that discipline-related problems are increasing in frequency and have become a major concern to school authorities. The committee surveyed more than 100 school districts throughout the United States, concentrating on large urban districts. On the basis of the data it collected, the committee made six recommendations: (1) Districts should establish task forces to collect information on discipline problems; (2) Students, parents, teachers, and administrators should be involved when discipline policies are developed; (3) Discipline policies should be written and distributed to all interested parties; (4) Teachers should be offered inservice training to learn to deal with student offenders consistently and fairly; (5) School employees should be encouraged to exercise their legal rights to prevent violence in the schools; and (6) Alternatives to suspension and alternative educational programs should be set up. This report also includes sample discipline policies from various school districts. (Author/DS)

ED 144 211 95 EA 009 911

Schultz, Theodore W.
Economic Analysis of Investment in Education. A Grant Award. Final Report.

Spons Agency—Chicago Univ., Ill.; National Inst. of Education (DHEW), Washington, D.C.
 Pub Date 31 May 77

Grant—NE-G-00-3-0153

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Economic Change, *Economic Research, *Educational Economics, Elementary Secondary Education, Higher Education, *Human Capital, *Investment, *Program Descriptions, Research Projects

The aim of this research project was to analyze the interaction of supply and demand factors in order to explain secular changes in the value of human time, with special reference to investment in education. The methodology used was an economic analysis that applied economic theory to determine the supply of and demand for education by treating education as an investment in future earnings and satisfaction. A major part of the research involved measuring increases in real wages and salaries from 1900 to 1975; short-term fluctuations were then analyzed as departures from the prevailing trend. An approach was designed to determine the economic value of human agents' ability to deal successfully with the economic disequilibria resulting from constantly changing economic conditions in a modernizing economy. Results of the analysis support the hypothesis that the level of education has a strong positive effect on human agents' ability to deal appropriately with the various economic disequilibria that occur as a consequence of modernization. (Author/JG)

ED 144 212 EA 009 912

Molloy, Larry And Others
Housing for New Types of Students. A Report.
 Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.
 Pub Date Jul 77

Note—76p.

Available from—Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 (\$4.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Students, Advanced Placement Programs, Architectural Barriers, *College Housing, College Planning, *College Students, Declining Enrollment, *Dormitories, Enrollment Trends, Handicapped Students, Higher Education, *Housing Needs, *Minority Groups, Older Adults, Resource Guides, Shared Facilities, *Student Needs, Womens Education

The demographic pattern of college students is changing from the conventional mold of 18 to 24-year-old able-bodied persons. Although the enrollment of 18-year-olds is declining, enrollment increases are occurring among the following constituencies: (1) women students and single women with children, (2) diverse adult students, (3) older students, (4) handicapped students, (5) part-time students, and (6) foreign students. The purpose of this report is to alert college housing officials to who their new students are likely to be and what the students' impact on housing will be. Examples are given of how some colleges and universities have responded to the dual problem of filling academic and residential space and making themselves and their dormitories accessible to new types of students. Information sources are supplied for the programs described. (Author/MLF)

ED 144 213 EA 009 913

Zacher, Sy
Space Costing: Who Should Pay for the Use of College Space? A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date 77

Note—49p.

Available from—Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 (\$4.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, *Building Operation, Cost Effectiveness, Educational Finance, Higher Education, *Operating Expenses, Resource Allocations, *School Accounting, School Maintenance, *Space Classification, *Space Utilization

Identifiers—*Space Costing

The costs of owning and operating physical facilities are consuming an increasing share of the budgets of colleges and universities. In the past, academic and operating units of colleges have viewed their space as a free commodity and often used it extravagantly. Space costing is a method of cost accounting the space and operating and maintenance expenses to the individual unit or program of an institution. With this method a central administration would assign the costs of

"rent," operation, and maintenance to each unit's total budget. The manager of each section, department, or college can then determine how best to spend his or her budget and make decisions about the size of the department's territory and staff, its hours of operation, and frequency of maintenance. The report discusses the issues of whether fiscal responsibility should also include managerial control of the physical environment and shows how space costing would affect three areas of an institution's financial and resource distribution: the utilization of space on campus, the cost and funding of plant operating and maintenance, and the recovery of overhead costs for individual research projects. (Author/MLF)

ED 144 214 EA 009 914

The Neglected Majority: Facilities for Commuting Students. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date 77

Note—49p.

Available from—Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 (\$4.00 prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Ancillary Services, Art Activities, College Housing, *Commuting Students, Day Care Services, *Facility Requirements, Flexible Facilities, Food Service, Higher Education, Information Centers, Pedestrian Traffic, Recreational Facilities, Student Characteristics, *Student Needs, *Student Personnel Services, Student Unions, Study Facilities, Vending Machines

Commuting students enrolled in colleges and universities outnumber their residential counterparts by about three to one. Studies and surveys reveal that the expectations of commuting students are modest and conventional. Often they can be satisfied without a great capital investment, by reallocating existing resources, renovating space and making cosmetic changes, and rescheduling some activities. Specifically what commuting students say they need most are the following: study areas, meeting and eating places, lounge space, places to sleep (especially at examination time), parking spaces, transportation between buildings and to public transit lines, lockers, recreational areas with equipment, child care centers, and information and message centers. Examples are given of activities and facilities related to providing services for nonresidents that a number of colleges and universities are providing. Information sources are supplied for the programs described. (Author/MLF)

ED 144 215 EA 009 916

Chickering, A. Lawrence, Ed.
Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations.

Institute for Contemporary Studies, San Francisco, Calif.

Pub Date 76

Note—248p.

Available from—Institute for Contemporary Studies, 260 California Street, Suite 811, San Francisco, California 94111 (\$3.95 plus \$0.50 postage and handling; quantity discounts)

Document Not Available from EDRS.

Descriptors—*City Problems, *Collective Bargaining, Employer Employee Relationship, *Government Employees, Industrial Relations, *Labor Economics, Labor Problems, Political Influences, *Social Factors, Strikes, Union Members, *Unions, Urban Areas
 Identifiers—*Public Employee Unions

This collection of 12 papers examines various aspects of public employee collective bargaining and unionization. Public employee unions in the United States have caused growing concern since the mid-1960s when wages in the public sector began to rise more rapidly than those of private employees. Public employee strikes became significant for the first time in 1966, and tension has continued to mount, particularly in the older industrial cities. The authors of the papers in this volume examine the role of public sector unions in political, economic, and social life and discuss those facts, issues, and strategies that may lead to a cooperative understanding of the crisis. Contributors include union leaders (George Meany, for example), elected city officials, lawyers and

economists involved in the analysis of labor relations, and scholars familiar with the background and philosophy of this subject (including Seymour Martin Lipset). Several of the articles touch on the role played by public employee unions in New York City's financial crisis. (Author/DS)

ED 144 216 EA 009 917

Leadum, Clyde F.

A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement.

Pub Date 76

Note—226p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, Int'l., Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. TS277-22518; academic price \$15.00 xerography, \$7.50 microform; non-academic price \$20.00 xerography, \$10.00 microform)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Bibliographies, *Community Surveys, Elementary Secondary Education, *Organizational Change, *Parent Attitudes, Questionnaires, *School Systems, Statistical Analysis, Tables (Data), Urban Schools

Identifiers—*Baltimore City Schools MD

This study was designed to determine differences in the goal orientation of school administrators and parents regarding school reorganization and differences in administrators' and parents' perceptions of the progress being made on reorganizational goals. A research instrument was developed and pilot-tested on a group of parents and then administered to a randomly selected sample of 200 parents and 50 administrators from the Baltimore school system. The returns were analyzed utilizing analysis of variance and Pearson product moment coefficients. Findings of the study showed that parents perceived the area of goal orientation related to improvement in school management as much more important than did administrators. Also, parents felt that the level of goal achievement was higher than did administrators. The author concludes that the differing perceptions of parents and administrators regarding school system reorganization are not likely sources of conflict in the Baltimore school system. (Author/JG)

ED 144 217 95 EA 009 918

Noddings, Nel

A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976).

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—175p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Conference Reports, *Curriculum Development, *Educational Policy, Elementary Secondary Education, *Federal Government, *Government Role

Identifiers—*National Institute of Education

This publication reports on the National Institute of Education (NIE) Curriculum Development Conference, which was held November 17-19, 1976 in Washington, D.C. Purpose of the conference was to discuss important issues in education, with particular attention to the federal role in curriculum development, and to lay the foundation for a set of curriculum development policies for NIE. Section 1 of the report describes the background and organization of the conference, as well as the focus of the report. Section 2 discusses the three themes of the conference: the role of the school in a pluralistic and changing society; the need, desire, and right to participate; and problems of curriculum. Section 3 presents a session-by-session chronological account of the conference. Section 4 contains the conference's recommendations to NIE, as well as the rationale for those recommendations. The appendix contains a list of conference participants, the recommendations of individual conference participants to NIE, and a copy of NIE's curriculum policy summary. (JG)

ED 144 218 EA 009 919

Mogulof, Melvin B.

Citizen Participation: The Local Perspective.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date [70]

Note—193p.; For a related document, see EA 009 920

Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-80002, \$3.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Citizen Participation, *Community Agencies (Public), *Community Role, Decision Making, *Federal Programs, *Public Policy

This report is intended to complement a related publication that examines citizen participation from the perspective of federal policy and the managers of that policy. In contrast to that approach, this report examines citizen participation from the local perspective in order to provide a feel for what citizen involvement in decision making is really like at the local level. Seven federally sponsored city or county-based public agencies were selected for observation, including 1) a Neighborhood Health Services Center, 2) a Community Action Agency, 3) a Legal Services Center, 4) a Model City Agency, 5) a Tenant's Council in a public housing project, 6) an Urban Renewal Project Area Committee, and 7) a community Mental Health Center. These local agencies represent programs sponsored by the same four major federal agencies examined in the related report. Rather than presenting separate case histories of each local agency, the report analyzes the seven agencies according to common categories of interest, including representation, aspects of participation, decision making, relationships with other agencies, aspects of minority community development, and federal relationships. (Author/JG)

ED 144 219 EA 009 920

Mogulof, Melvin B.

Citizen Participation: A Review and Commentary of Federal Policies and Practices.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jan 70

Note—121p.; For a related document, see EA 009 919

Available from—The Urban Institute, 2100 M Street, Washington, D.C. 20037 (Order No. URI-80001, \$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Administrative Policy, *Citizen Participation, *Community Agencies (Public), *Community Role, Definitions, *Federal Programs, *Public Policy

This report discusses and analyzes federal policies and practices with regard to citizen participation and neighborhood representation in community-based federal programs. Material for the study was gathered through personal interviews with federal management personnel in the Office of Economic Opportunity, the Department of Labor, the Department of Housing and Urban Development, and the Department of Health, Education, and Welfare. All personnel were based in the San Francisco regional office of their respective agencies and were connected to programs which operated at the city level. Section 1 discusses definitions of citizen, of participation, of neighborhood, and of representation. Section 2 examines federal practices with regard to participation in three categories of activity: agencies having legislative or administrative policy calling for citizen participation, the Community Action and Model Cities programs, and agency programs taking cognizance of Community Action or Model City vehicles in order to secure participation. Section 3 comments on the current state of citizen participation policy, as well as recommendations for policy development. (Author/JG)

ED 144 220 EA 009 921

La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976.

Ministry of Public Education, Santiago (Chile).

Pub Date 77

Note—128p.; Photos may not reproduce; Contains light print

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Administrative Organization, Bibliographies, *Educational Administration, Educational Legislation, *Educational Policy,

Educational Research, *Educational Trends, Elementary Secondary Education, Information Services, Post Secondary Education, Teacher Education

Identifiers—*Chile

This report presents a descriptive overview of education in Chile, with particular attention to the period 1974-76. Part 1 describes the organization and structure of the Chilean educational system, focusing in turn on the general principles governing the educational system, the administrative system, the structure and organization of education at different levels, the study program, and the preparation of teaching personnel. Part 2 discusses educational developments and trends from 1974 to 1976, including new educational policies and legislation, and developments in educational research and information services. Included are lists of educational regulations and legislative documents for 1974-76, and a bibliography of official publications related to education. All the report's content is presented both in Spanish and in English. (JG)

ED 144 221 EA 009 923

Paden, Jon S.

How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Sep 77

Note—17p.; For a related document, see ED 140 426

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, *Individualized Instruction, *National Surveys, *Principals, Program Costs, *Program Evaluation, Student Behavior, Student Teacher Relationship, Tables (Data), Teacher Role

Identifiers—*Individually Guided Education

This report summarizes the responses of principals of elementary schools participating in the I/D/E/A Change Program to a survey questionnaire that focuses on program implementation and selected efforts that may be associated with Individually Guided Education (IGE). Survey data are presented for the school years 1973-74, 1974-75, 1975-76, and 1976-77. The number of respondents for each year varied from a high of 466 in 1973-74 to a low of 294 in 1976-77; the 1976-77 respondents were a selected stratified sample of principals drawn from the 1,700 elementary schools that have been involved with IGE since 1970. The survey questionnaire was the same all four years. The report consists mainly of tables that summarize the respondents' answers to questions about how IGE has affected budgets, student achievement, student discipline, and general school operations. (Author/JG)

ED 144 222 EA 009 926

The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 77

Note—201p.; Some parts may be marginally legible due to small type

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$11.90)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Case Studies, *Cost Effectiveness, Educational Economics, Educational Innovation, *Educational Research, Educational Technology, Elementary Secondary Education, Glossaries, Higher Education, *Instructional Media, *Program Costs, *Research Methodology

This book is intended to aid educational officials in defining the role of new educational technologies and media and in determining their cost effectiveness. Section 1 contains two methodological studies that examine the application of cost effectiveness studies to new educational media and discuss the use of standard tables for calculating educational costs. Section 2 presents directories of specialized institutions and experts interested in the economics of new educational media. Section 3 includes a bibliography of relevant studies. Section 4 presents abstracts of 18 significant educational cost effectiveness stu-

dies. Section 5 contains seven case studies of programs utilizing new educational technologies and media. Section 6 presents glossaries of terms related to new educational methods and economic analysis. (JG)

ED 144 223 EA 009 930
Fonstad, Clifton G.

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Administrative Services. Pub Date [76]

Note—490p.; For a related document, see EA 009 931; Occasional pages may not reproduce clearly due to print quality of the original document

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.
Descriptors—Boards of Education, Census Figures, Committees, Educational Finance, *Educational Improvement, *Educational Planning, *Educational Programs, Elementary Secondary Education, Enrollment Trends, *Guidelines, Program Planning, Rezoning, School District Autonomy, *School Districts, *School Statistics, State School District Relationship, Tables (Data)

Identifiers—*Wisconsin

The purpose of this handbook is to provide suggested guidelines and pertinent information that will be helpful to Wisconsin Agency School Committees in assessing the effectiveness of present school districts, developing effective long-range plans for district organization, and evaluating educational planning in school districts. This volume, in conjunction with its data supplement (see EA 009 931), is an annual publication of the Wisconsin Department of Public Instruction. It provides data on enrollments, school census, school district rezoning, boards of education, school district financial status, and other areas. Statistical data on each Wisconsin Cooperative Educational Service Agency (CESA) is also presented. The guidelines for long-range planning suggest what is necessary for quality educational programs and cover such areas as staff requirements, remedial reading services, instructional materials, and other areas. (Author/DS)

ED 144 224 EA 009 931
Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Administrative Services. Pub Date [77]

Note—423p.; For a related document, see EA 009 930; Charts and graphs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.
Descriptors—*Boards of Education, *Census Figures, Educational Finance, *Educational Planning, Elementary Secondary Education, *Enrollment Trends, Rezoning, School District Autonomy, *School Districts, *School Statistics, Statistical Data, Tables (Data)

Identifiers—*Wisconsin

This data supplement, which covers 1976-77, updates the statistics and information contained in EA 009 930. Both parts of "Planning for Better Education in Wisconsin" were compiled by the Wisconsin Department of Public Instruction to provide information needed by local school boards, administrators, advisory committees, and agency school committees. The purpose of these volumes is to provide information for school district planning and educational improvement. Sections of this data supplement cover school district organization, enrollment trends, school census and population information, school boards, and other areas. (Author/DS)

ED 144 225 EA 009 932
Shepherd, Susan
Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.

Seattle Public Schools, Wash. Dept. of Management Information Services. Pub Date Jul 77

Note—85p.; Some pages may not reproduce clearly due to small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment Trends, *Parent Attitudes, *Private Schools, *Public School Systems,

School Statistics, Tables (Data), *Transfers, Transfer Students

Identifiers—*Seattle Public Schools WA

There has been speculation that the 26 percent decline in Seattle Public School enrollment since 1970 is partially due to increasing enrollment in nonpublic schools. This study attempted to determine whether there has been an increasing trend toward nonpublic school enrollment in Seattle and what reasons parents give for transferring their children from the public schools. An analysis of available data on enrollment trends in Seattle public and nonpublic schools and on transfers from public to nonpublic schools for the years 1970-76 was made. In addition, survey questionnaires were sent to the parents of all Seattle students who transferred to nonpublic schools between July 1975 and April 1977. Findings of the study were inconclusive regarding net out-migration of students to nonpublic schools, but showed that while public school enrollment has dropped, nonpublic school enrollment has increased. Transfer rates were highest from the Garfield and Roosevelt school attendance areas, and the rate of transfers by white students was higher than the percentage of white students in the public schools. About half of the responding parents indicated that dissatisfaction with the Seattle Public Schools was the reason for their child's transfer to a nonpublic school. (JG)

ED 144 226 EA 009 933
Poppenhagen, Brent W.

A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction.

Pub Date [77]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anxiety, *Decision Making, Elementary Schools, Elementary Secondary Education, *Job Satisfaction, Junior High Schools, Middle Schools, *Participation, *Principals, Questionnaires, Senior High Schools, Statistical Data, *Surveys, Vocational Adjustment

This study was undertaken to establish whether and how elementary school principals differ from junior high or middle school principals and senior high principals in their perceptions of their jobs. The results indicate that, with the exception of one variable, no significant difference exists among these groups in their perceptions of job-related tension, of participation in and influence on decision making, of job involvement, and of job satisfaction. The one variable on which elementary principals differed from their secondary counterparts related to amount of job interference with family life; secondary principals tended to perceive more interference than did elementary principals. For the most part, all groups indicated general satisfaction with their jobs. The author surveyed by questionnaire 234 elementary principals, 76 junior/middle school principals, and 91 senior high principals in Minnesota. (Author/DS)

ED 144 227 EA 009 935
Long, Lynette

Study Halls: An Educational Wasteland to an Educational Mecca.

Pub Date 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Alternatives, *High School Students, *School Study Centers, *Senior High Schools, Space Utilization, Student School Relationship, *Study Facilities

Most study halls in most high schools are not arenas of constructive leisure, but rather, exercises in creative discipline for the teachers. Students practice wasting, not using, time. One high school in Illinois, however, implemented a successful study hall plan. The traditional study hall was divided into three areas defined by the arrangement of the furniture: the quiet area, the activity area, and the conversation area. Students responded positively to the new program. Attendance increased, and learning began to take place. (Author)

ED 144 228 EA 009 936
Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report.
American Friends Service Committee, Jackson, Miss. Southeastern Public Education Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 77

Note—143p.; Photos may reproduce poorly on microfiche

Available from—Southeastern Public Education Program of the American Friends Service Committee, P.O. Box 22652, Jackson, Mississippi 39205 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affirmative Action, Athletic Programs, *Board of Education Policy, Counseling, Elementary Secondary Education, Employment Practices, *Equal Education, *Federal Legislation, Federal Regulation, Physical Education, Pregnancy, Principals, School Integration, *School Policy, *Sex Discrimination, Sex Stereotypes, Vocational Education

Identifiers—*Education Amendments 1972 Title IX

Volunteers from community organizations in six southern states monitored 21 school districts to find their districts' initial answer to Title IX, federal legislation barring sex discrimination. The actual monitoring of the 21 districts was completed in the late spring of 1976, with data covering the first year of Title IX implementation. The purpose of the project was to help local citizens arm themselves with the detailed information needed to substantiate violations of the law and seek remedies at the appropriate levels. The report is a formal complaint to the Office for Civil Rights, HEW, of Title IX violations for each school district monitored in the report. The report contains district findings on (1) initial compliance; (2) access to course offerings (physical education, vocational education, counseling and employment assistance); (3) athletics; (4) treatment of students, codes of dress and conduct; (5) employment opportunity; (6) pregnancy, marital status, and fringe benefits; (7) single-sex schools; and (8) community advocacy. (Author/MLF)

ED 144 229 EA 009 937
Declining Enrollment Conference Report.

Arizona State Dept. of Education, Phoenix.

Pub Date Jun 77

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Boards of Education, Communication (Thought Transfer), *Community Involvement, *Declining Enrollment, Elementary Secondary Education, Enrollment Trends, *Financial Problems, Information Dissemination, Needs Assessment, *Reduction in Force, *School Closing, School Community Relationship, School Districts, School Personnel, Statistical Data

Identifiers—*Arizona

This report summarizes the results of a conference on declining enrollment sponsored by the Arizona State Department of Education. Topics covered include school closing, budget implications of declining enrollment, staffing problems and reduction in force, board of education and community support, problems of small school districts, and alternative building uses. The Arizona State Department of Education lists suggestions for maintaining community support during the decision making process necessitated by declining enrollment, including utilization of citizens' committees, increasing communication, dissemination of relevant information, and conducting a needs assessment. The results of a declining enrollment needs assessment conducted among conference participants is appended, as well as enrollment statistics for Arizona school districts. (Author/DS)

ED 144 230 EA 009 938
Erickson, Kenneth A. Gmelch, Walter H.

School Management Teams: Their Structure, Function, and Operation. ERS Monograph.

Educational Research Service, Arlington, Va.

Pub Date 77

Note—66p.

Available from—Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 (\$8.00; payment must accompany orders of less than \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Decision Making, *Educational Administration, Elementary Secondary Education, Evaluation, Group Relations, Leadership Styles, Models, *Organizational Effectiveness, *Participation,

Planning, Principals, *Team Administration, Team Training, *Teamwork

The concept of team management is perhaps one of the most widely endorsed concepts in school administration today. Shifts in power, pressures on individual administrators, and the desire for organizational improvement have all led educational administrators to look to the management team as a means of solving their problems. This monograph outlines the significant elements and types of management teams, presents models of different kinds of teams, and discusses the planning, decision making, training, and evaluation necessary to make the management team successful. The authors emphasize that basic assumptions about people, group interaction, operation of organizational systems, managerial styles, and administrator attitudes, as well as the organization's suitability for the team management concept, must be determined before any school, school district, or organization can prudently move toward the team system. An annotated bibliography is appended. (Author/DS)

ED 144 231 EA 009 940

Jackson, R. W. B.

Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children.

Canadian Education Association, Toronto (Ontario).

Pub Date Sep 77

Note—35p.

Available from—The Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Birth Rate, *Declining Enrollment, *Demography, Educational Planning, Elementary Secondary Education, Enrollment Trends, Immigrants, *Migration, *Population Trends, School Demography, Statistical Data, Tables (Data)

Identifiers—*Canada

The two factors of live births and migration constitute the major determinants of the size and composition of the population for the provinces as well as for Canada as a whole. The decline in fertility has almost exactly offset the increase in the number of young women in the child-bearing age groups. The effective length of the reproductive period for women seems to have been cut almost in half during this century. Women in their mid-thirties and over have completed their families, and the younger women are in recent years apparently delaying family formation. Interprovincial migration within the last 25 years has resulted in heavy losses for Nova Scotia, Quebec, Manitoba, and Saskatchewan, and substantial gains for British Columbia, Ontario, and Alberta. Immigration seems to be declining very little. One must project for Canada continued moderate declines in fertility for a decade, to a point well below the replacement level, followed by a period of indeterminate duration (probably well beyond the year 2000) of a constant level of low fertility. (Author/MLF)

ED 144 232 EA 009 941

A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools.

Alaska State Dept. of Education, Juneau.

Pub Date Aug 77

Note—125p.; Not available in paper copy due to marginal legibility of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Involvement, Educational Needs, Educational Objectives, *Educational Programs, *Educational Specifications, Enrollment Projections, Facility Guidelines, Facility Requirements, *Program Planning, Resource Allocations, *School Planning, Secondary Education, Small Schools

Identifiers—*Alaska

The purpose of this guide is to furnish school districts with process guidelines for community participation in the planning of educational programs and school facilities. The information to be developed includes: (1) a prioritized set of the community's educational goals—individualized for each community; (2) the resources, both physical and human, that currently exist and are available for secondary school use; (3) the numbers of secondary students who could be enrolled in

school next year as well as five years hence; (4) a prioritized list of courses that the community desires to have taught in the school; and (5) an educational specifications document. (Author/MLF)

ED 144 233 EA 009 944

Fletcher, Richard K., Jr. And Others

Tennessee Educators' Viewpoints Regarding

Professional Negotiations. A Research Study.

Tennessee Technological Univ., Cookeville. Coll. of Education.

Spons Agency—Phi Delta Kappa Research Foundation, Bloomington, Ind.

Pub Date Aug 76

Note—45p.; Tables may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Attitudes, *Collective Bargaining, Educational Research, Elementary Secondary Education, Questionnaires, School Personnel, *School Superintendents, *State Surveys, Statistical Data, *Teacher Attitudes, Teachers

Identifiers—*Tennessee

The purpose of this study was to determine the attitudes toward collective bargaining of teachers, principals, central office staff, and superintendents employed by Tennessee's public school systems. A 10-item opinionnaire was completed by personnel in 160 Tennessee schools. The results of this attitude questionnaire indicated that, as a whole, Tennessee school personnel supported organizations that advocate the use of professional negotiations; however, the superintendents were the exception. Teachers tended to favor collective bargaining and the passage of legislation allowing for it more strongly than any other personnel group. The withholding of services (or striking) received only mixed reaction; the teachers were evenly split on the question, with about 30 percent undecided, while the superintendents were, of course, opposed to it. The authors recommend that joint study of the issue and involvement of teachers and administrators, especially superintendents, might resolve some of their areas of disagreement. (Author/DS)

ED 144 234 EA 009 945

Legislative Control of State Finance.

Illinois Economic and Fiscal Commission, Springfield.

Pub Date May 77

Note—163p.; Appendixes may not reproduce clearly due to small print size

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Accountability, Accounting, Budgeting, Decision Making, *Finance Reform, *Financial Policy, State Agencies, *State Aid, State Federal Aid, *State Government, State Legislation

Identifiers—*Illinois

This study examines the Illinois General Assembly's role in state finance and focuses on how the legislature can best control the scope and limits of state finance. The report is divided into four sections. The first section introduces the language of the appropriations process and the techniques of control applied to that process. The second section describes some recent problems of control facing the legislature (federal aid, nonappropriated funds, public funds, and the universities) and legislative attempts at resolution. The next section explains in detail several suggestions to change the techniques of control available to the General Assembly (timing of budget action, budget documents and appropriations bills, appropriation criteria, and capital budgeting). The last section examines the kind of controls available to the General Assembly after appropriations decisions are made (expenditure review and expenditure processes). Following the text are a number of appendixes that contain documentation of findings or more complete information on some issues. (Author/MLF)

ED 144 235 EA 009 946

Erickson, Donald A.

Philanthropy, Public Needs, and Nonpublic Schools. A Report.

Spons Agency—Commission on Private Philanthropy and Public Needs, Washington, D.C.; Council for American Private Education, Washington, D.C.

Pub Date 2 Dec 74

Note—57p.; For a related document, see EA 009 879; Not available in paper copy due to marginal legibility of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alternative Schools, Catholic Schools, *Change Strategies, Citizenship, Declining Enrollment, Educational Alternatives, *Educational Finance, Education Vouchers, Elementary Secondary Education, Minority Group Children, *Nonpublic School Aid, Parochial Schools, *Private Financial Support, *Private Schools, School Taxes, Student Needs

Nonpublic schools are a surprisingly salient channel for philanthropy in elementary and secondary education. As a result of philanthropy in nonpublic schools, the nation's total collectivity of schools is probably more efficient fiscally, more effective educationally, and more humane in its impact on students and parents than an exclusively public arrangement would be. There is obvious danger, however, that the nonpublic schools and the philanthropy they represent will experience severe attrition in the future. Because of rapid cost increases in education, nonpublic schools are predicted to become more exclusively nonsectarian, less subsidized, and increasingly limited to the patronage of an economic elite, unless some shift occurs in the framework of public policy. Strategies discussed for changing the framework of school finance include (1) public aid, (2) a liberal interpretation of "charitable donations," (3) tax credits or deductions for fees, (4) educational vouchers, (5) encouragement of public "alternative" schools, and (6) levying all future taxation increases for public schools exclusively on public school patrons. (Author/MLF)

ED 144 236 95 EA 009 947

School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 29 Aug 77

Note—22p.; For a related document, see EA 009 947

Available from—National Public Radio—Education, Washington, D.C. 20036 (\$1.00 for Programs No. 89 and 90)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Consolidated Schools, *Educational Trends, Elementary Secondary Education, *One Teacher Schools, Rural School Systems, *School Size, School Systems, *Small Schools, *Social Change

Identifiers—Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program is the first of two that focus on the topic of school consolidation. In separate segments of the program, a teacher and students drill in a one-room school in Indiana; a long-time rural school teacher and superintendent discuss the pros and cons of one-room schools; author Jonathan Sher discusses the myths of rural school district consolidation; parents, teachers, and students from Monhegan Island, Maine, discuss the island's one-room school; author Jonathan Sher discusses the advantages of small schools; Minnesota representative Bruce Anderson and students from rural Minnesota high schools discuss the viability of school consolidation; Philadelphia school system administrator Ann Bush discusses the trend toward consolidation; author Jonathan Sher and Thomas Shannon of the National School Boards Association discuss the ideal size for a school; the teacher/principal and students of a California one-room school discuss the advantages of one-room schools; and Urie Bronfenbrenner of Cornell University discusses school size as it relates to school-community alienation. (JG)

ED 144 237 95 EA 009 948

School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 5 Sep 77

Note—20p.; For a related document, see EA 009 947

Available from—National Public Radio—Education, Washington, D.C. 20036 (\$1.00 for Programs No. 89 and 90)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Building Conversion, *Consolidated Schools, *Declining Enrollment, Elementary Secondary Education, *Enrollment Trends, *Population Trends, *School Buildings, School Closing, *School Systems, Social Change
Identifiers—Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program is the second of two that focus on the topic of school consolidation. In separate segments of the program, Wendy Blair and John Merrow of National Public Radio discuss declining school enrollment and school consolidation; Philadelphia school system administrator Ann Bush and school system employee Bill Jones discuss declining enrollment in Philadelphia; San Francisco superintendent Robert Alioto and teacher spokesman David Klishman discuss declining enrollment in San Francisco; Thomas Shannon of the National School Boards Association discusses the impact of declining enrollment; author Jonathan Sher discusses whether closing small schools saves money; Madan Draya and Jim Banks of Washington, D.C. discuss "recycling" old school buildings; Conrad Smith, Betty Ann Kane, and Jay Weldon Greene from the Washington, D.C. school board and district administration discuss Washington's school building program; Joannie Flat of the Mesa Arizona School District discusses the advantages of a district with increasing enrollment; John Bristol, superintendent of a suburban Minnesota district, discusses the problems associated with increasing enrollment; and Louis Ploch of the University of Maine and Bangor superintendent Wendall Eton discuss the impact of shifting population in Maine. (JG)

ED 144 238 95 EA 009 949
The Great Debate III. Options in Education, Program #91.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.
 Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 12 Sep 77
Note—23p.
 Available from—National Public Radio—Education, Washington, D.C. 20036 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Affirmative Action, *Discipline Problems, Elementary Secondary Education, *Standardized Tests, *Teacher Associations, Teacher Evaluation, *Tenure, *Unions
Identifiers—*American Federation of Teachers, *National Education Association, Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program consists of an informal debate on various educational issues between Terry Herndon, executive director of the National Education Association (NEA), and Albert Shanker, president of the American Federation of Teachers (AFT). The debate focuses primarily on the topics of discipline problems in the schools, the use and validity of standardized achievement tests, teacher evaluation and tenure, affirmative action in education and the Bakke case, and the continuing conflict between the NEA and the AFT. (JG)

ED 144 239 95 EA 009 950
Nyquist, Ewald B.
Maintaining Excellence in the Management of Decline.

Pub Date 11 Oct 76
Note—20p.; Paper presented at the Annual Conference of the School Administrators Association of New York State (5th, Niagara Falls, New York, October, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Academic Standards, *Declining Enrollment, *Educational Administration, Educational Finance, *Educational Planning, *Educational Problems, Elementary Secondary Education, *Financial Problems, Performance Based Education, State School District Relationship
Identifiers—*Alaska

Unless educators engage in thorough planning, in making the most efficient use of economic resources, and in interpreting to the public why education deserves high priority, public education is in for a long period of gradual decline. The central thrust of the current administrative era is the management of decline, or decremental planning. The author briefly describes the impact of declining enrollment and financial shortages on New York schools. He also discusses the descent of education in the ladder of public priorities and the pressure for accountability, including the importance currently attached to minimum competencies and state testing for minimum academic standards. (Author/DS)

ED 144 240 95 EA 009 951
Energy Conservation.
 Canadian Education Association, Toronto (Ontario).

Pub Date Sep 77
Note—43p.; Available in English or French
 Available from—The Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 (\$2.00; payment should accompany order)
Document Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, Building Operation, Elementary Secondary Education, *Energy Conservation, Equipment Maintenance, Expenditure Per Student, *Guidelines, Heat Recovery, Illumination Levels, Questionnaires, Recordkeeping, School Maintenance, School Personnel, *School Systems, Student Participation, Thermal Environment

Identifiers—*Canada
 A questionnaire distributed in March 1977 to 71 Canadian school systems sought information on any energy conservation programs that the school boards might have undertaken. Based on the 43 replies received, a 60 percent response rate, the findings are reported and some suggestions are offered. The first section on energy conservation at the board level, including policies and costs, reveals that only 20 of the 43 respondents have officially developed a program. Responses to the second section, energy conservation in the schools, indicate that 32 boards use one or more energy-saving measures. Substantial savings were effected by simple and no cost methods; more substantive measures involved improvement in the operation and maintenance of existing equipment and the modernization of the existing buildings and equipment. The final section sought information on the importance given to the topic of energy conservation in courses, and on staff and student contribution. Fourteen boards offer courses with an energy content, usually in the sciences. Eight boards continuously upgrade their custodial staff through classes and seminars, two others through upgrading classes only. (Author/MLF)

ED 144 241 95 EA 009 952
Bennis, Warren
The Unconscious Conspiracy: Why Leaders Can't Lead.

Pub Date 76
Note—176p.
 Available from—AMACOM, Division of American Management Associations, 135 West 50th Street, New York, New York 10020 (\$9.95)
Document Not Available from EDRS.

Descriptors—Adult Leaders, Bureaucracy, Change Strategies, Higher Education, Information Sources, Innovation, *Leadership Qualities, *Leadership Responsibility, Leadership Training, Management, *Organization, *Organizational Climate, *Organizational Theories, Presidents, Revolution, Sex Discrimination, *Social Change, Universities

The author speaks from experience as president, since 1971, of the University of Cincinnati, the nation's second largest urban university; two previous administrative positions at the State University of New York at Buffalo; and the specialized field of the organizational development of large management systems. Eleven chapters, nine published previously as separate articles or speeches, address why leaders can't lead and suggest concrete, practical courses of action that those in authority can take to help solve the typical problems they encounter. Many of the examples pertain to the organizational structure of large, urban universities; however, business and especially the federal government are also in-

cluded. Names and circumstances of the social revolution inflamed by the Vietnam war, Watergate, racial confrontations, and the recent push for equal rights for women are among the many issues discussed. The leader's function is defined as creating for his institution clear-cut and measurable goals based on advice from all elements of the community. This is viewed as possible only with the creation of an executive constellation of experts that distinguish between leadership and management and protect the leader from getting enmeshed in routine machinery. (Author/MLF)

ED 144 242 95 EA 009 955
Katz, Joseph, Ed.

Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).
 World Council of Comparative Education Societies, Geneva (Switzerland).

Pub Date 74
Note—230p.; Contains both English and French text

Available from—Mme A. Hamori, Secretary General, World Council of Comparative Education Societies, Palais Wilson, CH 1211 Geneva 14, Switzerland (\$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Educational Change, *Educational Improvement, *Educational Objectives, *Efficiency, International Organizations, *Relevance (Education), Secondary Education, Social Change

The examination of the secondary school at this meeting took the form of examining a variety of internal and external domains, mainly societal changes, teaching, technology, curriculum, learning, measurement, structure, administration, and counseling. Eight plenary papers and forty-three abstracts of group papers express views as to the ways in which the secondary school might be made relevant to students and society. The central purpose of the secondary school is seen as helping students organize and direct their interests and capacities to the end that they are able to realize their full potential as persons and as citizens. (Author/MLF)

ED 144 243 95 EA 009 956
Huff, Sheila

Problems in Implementing Competency-Based Programs.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—SURC-TR-75-586
Pub Date 30 Jun 75
Contract—400-75-0036

Note—23p.; Not available in paper copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Development, *Educational Innovation, Educational Objectives, *Educational Problems, *Educational Programs, Instructional Staff, *Performance Based Education, Performance Based Teacher Education, Post Secondary Education, *Program Development, Secondary Education

The problems confronting educators attempting to develop and implement competency based education (CBE) programs at the secondary and post secondary levels are indeed challenging. There is no uniformity with regard to key elements in competency based programs, such as educational goals, curriculum, institutional environment, pedagogical techniques, evaluation of student performance, and rules and procedures. This lack of uniformity makes definition of competency based education difficult. The author outlines some of the problems arising in the implementation of competency based programs in 24 areas, including staff recruitment, development, and evaluation, budgeting, credentialing, community relations, relations with parents, research and information acquisition, program evaluation, legal questions, organizational structure, and student admissions and advising. She concludes that considerable educational innovation is occurring under the rubric of CBE and calls for more assistance from the research and development community for harried educators. (Author/DS)

70 Document Resumes

ED 144 244 EA 009 957

Kirby, Ronald F. Tolson, Francine L.
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4.

Urban Inst., Washington, D.C.
Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Pub Date Aug 76

Note—32p.; For a related document, see EA 009 958

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), *Delivery Systems, Efficiency, Federal Aid, Federal Legislation, *Financial Support, Grants, *Handicapped, Interagency Cooperation, Legal Problems, Local Government, *Mobility, Mobility Aids, *Older Adults, Resource Allocations, State Aid, *Transportation

Elderly and handicapped persons currently receive special transportation assistance through a variety of programs at federal, state, and local levels of government. The different agencies administering these programs tend to work independently of one another, often duplicating transportation facilities and incurring unnecessary costs. User-side subsidies offer a means for reducing the costs of current transportation programs for the elderly and handicapped by placing the subsidy funds directly in the hands of the users and encouraging them to select the providers of their choice. This paper describes the application of the user-side subsidy approach in selected urban areas and discusses some of the obstacles to more widespread use of this technique. It is concluded that by earmarking funds for certain provider types and for certain types of transportation expenditures legislators have created serious barriers to the provision of efficient transportation services for the elderly and handicapped. Even with these legislative constraints, however, agencies administering transportation programs could reduce transportation costs significantly through greater use of the user-side subsidy technique. (Author)

ED 144 245 EA 009 958

Kirby, Ronald F. McGivray, Robert G.
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.

Urban Inst., Washington, D.C.
Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Pub Date Feb 77

Note—37p.; For a related document, see EA 009 957

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Census Figures, *Delivery Systems, Demography, Federal Aid, Financial Support, *Handicapped, Local Government, *Mobility, Needs Assessment, *Older Adults, *Program Effectiveness, Research Needs, Research Problems, State Aid, *Transportation

Special transportation assistance is currently provided for elderly and handicapped persons in the United States through a variety of programs at the federal, state, and local levels of government. The programs are concerned with improving the mobility of the client groups served, thereby making various activities and locations in urban areas more accessible to them. Relatively little attention has been devoted to assessing the benefits of these mobility and accessibility improvements, however, and legislators and administrators have had virtually no empirical information with which to evaluate and revise the programs. This paper suggests that the benefits of mobility and accessibility improvements for the elderly and handicapped can be expressed largely in terms of the impacts they have on travel behavior. The paper then discusses the special conceptual and practical problems associated with assessing these impacts. Recent data from an experimental transportation program in Danville, Illinois, are used to illustrate the discussion. (Author)

ED 144 246 EA 009 960

Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date Apr 77

Note—70p.; Prepared by the Division of Pupil Personnel Services; For a related document, see EA 009 961

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Change, *Board of Education Policy, *Discipline, *Discipline Policy, Discipline Problems, Educational Alternatives, Elementary Secondary Education, Individualized Programs, Parent Participation, Punishment, *School Districts, State Surveys, *Students

Identifiers—*Alternatives to Suspension, *Pennsylvania

This document summarizes what disciplinary approaches other than detention, suspension, expulsion, and corporal punishment are being used in the schools of Pennsylvania. This information was obtained in a survey of selected Pennsylvania school districts. The disciplinary approaches fall into two main categories: (1) disciplinary techniques, which are single, specific activities, and (2) alternative programs, which attempt to attack the whole problem from many directions. The major disciplinary techniques listed in the survey questionnaires were punishment (including withholding privileges, isolation, and use of demerit systems), parental involvement (including home visitations, conferences with teachers, and reporting students' misconduct), individualization (including counseling and referral), adjustment of educational offerings (including schedule changes, tutoring, and special assignments), and behavior modification (including behavioral contracts and reward systems). Alternative discipline programs are varied, ranging from simple in-school suspension classes to fully developed alternative schools where students may enroll for one or more years. Summaries of alternative discipline practices in 20 Pennsylvania school districts are included. (Author/DS)

ED 144 247 EA 009 961

Guidelines for School Discipline.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Oct 76

Note—22p.; Prepared by the Commissioner's Task Force on Student Responsibility and Discipline; For a related document, see EA 009 960

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conduct, Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, *Guidelines, *Misbehavior, Police School Relationship, *School Policy, *Students, Student School Relationship, Suspension

Identifiers—Discipline Alternatives, *Pennsylvania

These guidelines represent the partial completion of the first phase of a three-phase comprehensive study of discipline in the schools of Pennsylvania. In preparing this document, the state Task Force on Student Responsibility and Discipline attempted to present a practical, reasoned approach to the complex issue of student conduct and to provide clear direction for schools as they deal on a daily basis with the difficult problem of student discipline. The task force outlines a four-level student misconduct/disciplinary response structure intended to serve as a basis for discipline policies in Pennsylvania schools. The four levels classify student misbehavior ranging from minor misconduct, such as tardiness, through acts which result in violence to another person or to property, or which pose a direct threat to the safety of others. The suggested procedures and disciplinary options are geared to match the seriousness of each incident of misbehavior. The task force emphasizes that these guidelines should be tailored to characteristics and needs of each individual school. It also includes an examination of some major disciplinary issues, such as the use of suspension, and makes appropriate recommendations. (Author/DS)

ED 144 248 95 EA 009 963

Grant, W. Vance Lind, C. George
Digest of Education Statistics, 1976 Edition.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-77-401

Pub Date 77

Note—254p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01718-1; \$3.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Degrees (Titles), *Early Childhood Education, Educational Facilities, *Elementary Secondary Education, Employment Statistics, Enrollment, Expenditures, Graduates, Income, Libraries, *Post Secondary Education, School Districts, School Holding Power, *Statistical Data, Tables (Data), Teachers

The 15th in a series of annual publications provides an abstract of statistical information covering American education from prekindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges, enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) college and university education, (4) adult and vocational education, (5) federal programs for education and related activities, and (6) special studies and statistics related to American education. Innovations include data showing trends over time in performance on science and reading tests; statistics on the percent of high school seniors participating in postsecondary education and the sources of their financial support; enrollment in institutions of higher education, by race; trend data on the percent of earned degrees conferred upon women; average charges and percent of students completing occupational programs in non-collegiate postsecondary institutions; and statistics on instructional and other staff members in non-collegiate institutions. (Author)

ED 144 249 EA 009 964

Rubin, Arthur I.

Energy Conservation in Buildings—A Human Factors/Systems Viewpoint. NBS Building Science Series 88.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.

Pub Date Nov 76

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-003-01693-4; \$0.65)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Building Design, Building Improvement, *Criteria, Design Needs, *Energy Conservation, Environmental Influences, *Facility Requirements, Flexible Facilities, *Human Engineering, Maintenance, Man Machine Systems, *Systems Analysis

The current emphasis on energy conservation in buildings must be balanced by a careful consideration of how proposed approaches affect building occupants. A headlong rush toward building designs that conserve energy at the expense of the quality of buildings as judged by occupants would be a very shortsighted approach. There must be a continual awareness and sensitivity of the consequences on people when selecting among alternative "technical" options designed as a result of energy conservation needs. We need an increasing understanding of such factors as thermal comfort and illumination needs in buildings, as decisions likely to influence these requirements are made by designers. Another area of concern which should not be overlooked is the interaction of people with their environments. Approaches to energy conservation problems are often defeated by building occupants. Tight seals around doors and windows are useless if doors and windows are kept open, and building occupants have no choice but to turn all of the lights on or off if these are the only control options available to them. Building managers, operators, and occupants have an important, though not well understood, role to play in any energy conservation program. (Author)

ED 144 250 EA 009 966

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

Arizona State Dept. of Education, Phoenix; National Council on Year-Round Education.

Pub Date 76

Note—150p.; Not available in paper copy due to small print size of original document; For related documents, see ED 077 133, ED 089 443, and ED 106 912

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Programs, Elementary Secondary Education, *Extended School Year, *National Surveys, Program Descriptions, School Districts, School Schedules, State Departments of Education, *Tables (Data), *Year Round Schools

The data in this survey was compiled from information provided by state education agencies and school districts across the country. Tables include data, arranged according to state, on the number of students in operational year-round or extended school year education programs, the types of programs, grade levels involved, purposes of programs, effects on teacher contracts, curriculum changes, program evaluation, and funding sources. Addresses and names of superintendents of districts utilizing some form of year-round education are also included. (DS)

ED 144 251 EA 009 967

Mizell, M. Hayes

Designing a Positive In-School Suspension Program.

American Friends Service Committee, Jackson, Miss. Southeastern Public Education Program. Pub Date Oct 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Counseling, Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Instructional Staff, Misbehavior, *Programs, *School Policy, Students, *Student School Relationship, Suspension

Identifiers—*Alternatives to Suspension, *In School Suspension

This paper outlines the characteristics of an effective in-school suspension program designed to be a viable alternative to traditional out-of-school suspension for student misbehavior. The author emphasizes that an in-school suspension program must rest on a solid philosophical foundation which allows for defining and dealing with the root problems of misbehavior, not merely with the symptoms of discipline problems. Teachers and administrators must be willing to acknowledge that sometimes they contribute to student misbehavior. When instituting such a program, school personnel should give considerable attention to the process by which students are assigned to the program, how long they should stay, and to the process for follow up once they leave. Special attention should be paid to academic difficulties, since frequently such difficulties underlie student discipline problems. Program personnel (counselors, teachers, aids) should be carefully selected, and the program should be evaluated at regular intervals throughout the school year. (Author/DS)

ED 144 252 EA 009 968

Prout, Peter F.

Community Schools in Canada.

Canadian Education Association, Toronto (Ontario). Pub Date 77

Note—35p.

Available from—Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Education, *Community Involvement, Community Programs, Community Resources, *Community Schools, Educational Programs, Elementary Secondary Education, Government School Relationship, Interagency Cooperation, National Surveys, *School Community Cooperation, *School Community Relationship, Shared Facilities

Identifiers—*Canada

Community schools in Canada in the 1970s have been modeled to some degree on similar developments in the United States, but they have also evolved as a result of regional and social demands within Canada. Community schools in Canada use all the community resources possible to provide community-oriented programs, including the K-12 program, basic education, and high school completion programs. They involve all citizens in democratically deciding on how to extend services for the overall benefit of the community. Community education programs vary according to the needs of individual communities; urban programs are quite different from programs

serving rural areas, such as the Northwest Territories. The obstacles that sometimes hinder the development of community schools include lack of financial support, lack of understanding of community education goals, and lack of commitment to community education by other community service organizations. This summary of the state of community education in Canada is based on a national survey of community school programs. (Author/DS)

ED 144 253 EA 009 969

Toder, Eric J.

Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report.

Pub Date 31 Jan 75

Note—139p.; Not available in paper copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Demand, Educational Economics, *Educational Finance, Elementary Secondary Education, Enrollment Influences, *Equalization Aid, Expenditure Per Student, *Full State Funding, Low Income Groups, Private Schools, *Public Education, *School District Spending, State School District Relationship, Urban Education, Welfare

Identifiers—Massachusetts

The purpose of this study is to examine the gains and losses to different groups in the population if currently prevalent methods of state aid to local public schools are replaced by popular reform plans. Criteria for financing public education are discussed and a method is proposed to analyze suggested reform plans. Data from the state of Massachusetts are then used to estimate a demand for education equation and to estimate the effects of changes in public school expenditures on private school enrollment. In the final section, the estimated equation is used in combination with the standard tools of welfare economics to simulate the effects of variants of three reform plans: full state funding of public schools, power-equalizing, and the modified percentage-equalization state aid plan that is currently the law in Massachusetts. The principal finding of the study is that popular variants of the two reform plans are likely to reduce the economic welfare of most all communities in the state. Evidence also suggests that private school enrollment is not likely to be significantly altered by changes in public school expenditure. (Author/MLF)

ED 144 254 24 EA 009 971

Declining Enrollment: Implications for South Carolina School Districts.

South Carolina State Dept. of Education, Columbia. Office of Research.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Declining Enrollment, Educational Facilities, Educational Finance, *Educational Planning, Elementary Secondary Education, *Enrollment Projections, Enrollment Trends, Instructional Programs, Public School Teachers, Reduction in Force, School Closing, School Community Relationship, *School Demography, *School Districts

Identifiers—Elementary Secondary Education Act Title IV C, *South Carolina

Continuing enrollment decline will affect South Carolina school districts in varying degrees during the next five to ten years. Demographic forecasting will remain an essential element in predicting the degree to which specific districts will be affected by enrollment changes. Every district will need to build a data base and develop the capacity for detailed analysis of local conditions in order to formulate effective policy. Planning for the future is absolutely essential for every South Carolina school district. This booklet reviews the broad scope of problems associated with enrollment decline, including the areas of staffing, instruction, finance, and facilities, as well as school closing and school community relations. (Author/DS)

ED 144 255 EA 009 973

Schulz, Joan

Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.

Oregon School Study Council, Eugene.

Pub Date Oct 77

Note—43p.; Some parts may be marginally legible due to type size

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00; \$1.50 if prepaid; 10% discount for 10 or more copies)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Environment, Color, Elementary Secondary Education, Flexible Lighting Design, Glare, *Illumination Levels, Learning, *Lighting, Lighting Design, Measurement Techniques, Physical Design Needs, Readability, School Planning, Standards, Teacher Responsibility, Visual Acuity, *Visual Environment

Poor lighting conditions in classrooms result not only from low intensity light but also from too high intensity light, an uneven distribution of light, and glare. Since visual tasks in a classroom constitute 62 percent of a student's time in school, suggestions are made of ways lighting conditions can be improved. The principles and characteristics of different types of illumination—incandescent, fluorescent, mercury vapor lights, and metal halide lamps—are explained. Techniques for the measurement of illumination, brightness or intensity, reflection and glare, and light distribution are outlined. A brief explanation is given of print types, line widths, leading, colored inks, and colored papers as they relate to the speed of reading. (Author/MLF)

ED 144 256 EA 009 975

Rosenbaum, Nelson

Land Use and the Legislatures: The Politics of State Innovation. Land Use Series.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 76

Note—106p.; Some parts may be marginally legible due to type size

Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.50; Please refer to URI 15400 when ordering)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation (Environment), *Diffusion, Ecological Factors, Environmental Influences, Federal State Relationship, *Innovation, Land Acquisition, *Land Use, Legislators, Natural Resources, Planning, Policy Formation, *Politics, Site Selection, State Government, *State Legislation, Water Pollution Control, Zoning

This study analyzes and predicts the spread of three different types of land use legislation: mandatory local growth management, major facility siting, and critical areas protection. Chapter 2 focuses on innovative statutes that provide a new or expanded role for state agencies in supervising local control of development. The three statutes examined are mandatory local comprehensive planning, mandatory local subdivision control, and mandatory local zoning regulation. Chapter 3 involves new or expanded state control over the location of major facilities that have broad impacts beyond the particular locality in which they are situated. This includes the siting of power plants and transmission lines, large-scale industrial or commercial facilities, and surface mines. Chapter 4 is concerned with the state role in preserving particularly fragile or valuable natural areas. Three types of legislation are examined: wetlands protection, shoreland and coastal zone management, and critical areas preservation. Finally, chapter 5 provides a summary analysis of diffusion patterns across the full range of statutes, projects the future course of diffusion, and assesses the implications of these findings in relation to the need for further federal initiatives on land use. (Author/MLF)

ED 144 257 EA 009 976

Mitroff, Donna D. Boston, Margaret E.

Program Residuals, or Did They Throw Out the Baby with the Bath?

Pub Date Apr 77

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Attachments B and C may not reproduce clearly due to small print size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Change Strategies, Classroom Environment, *Educational Change, *Educational Innovation, Elementary Education, *Individualized Instruction, *Instructional Innovation, Instructional Materials, Models, Questionnaires, Student Records, Teacher Aides, *Teaching Techniques

The effects are examined of an innovative experience on the classroom practices of teachers who have implemented an individualized instructional model in an externally supported program and are currently teaching in regular public school classrooms where the model is not supported. Data were collected through interviews, observations, and questionnaires to study the patterns and practices that the teachers have retained from one setting and transferred to the current setting. Data were analyzed in terms of the process of educational change. Implications of the findings for research and development, innovative practices, and implementation are discussed. (Author/MLF)

ED 144 258 EA 009 977
Charrette '71: How a Community Planned Two New Inner-City Schools.

Des Moines Public Schools, Iowa.

Pub Date 71

Note—36p.; A report of the Educational Facilities Charrette; Photos will not reproduce
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Advisory Committees, *Citizen Participation, Community Services, Educational Objectives, Educational Specifications, Elementary Education, Facility Guidelines, Facility Requirements, *Inner City, Needs Assessment, *Neighborhood Centers, Questionnaires, School Community Relationship, School Construction, *School Planning, Shared Facilities, Site Selection, Urban Education
Identifiers—*Charette

Voter approval of two elementary schools that would replace four existing structures in four inner-city communities in the Des Moines school system was the impetus of an intensive effort at involving inner city residents in the planning and decision-making regarding the design of the new educational program and facilities. The charrette technique was selected to plan the schools. In a charrette, solutions to problems are developed by planning intensively in a compressed period of time while working against deadlines to resolve differences. This report describes what a charrette is and how the Des Moines charrette was structured. An attempt is made to describe the events, and their human dimension, that occurred during the ten-day period. The goals and proposals that were developed in charrette and that represent the "products" of charrette participants are listed. Another "product" of charrette, the reaction of participants, is found in a report of their evaluation of their charrette experiences. Finally, factual information regarding financing and participants is provided. (Author/MLF)

ED 144 259 EA 009 978

Bowman, James And Others

School Enrollment Projections. A Report.

Des Moines Public Schools, Iowa.

Pub Date Dec 75

Note—55p.; A report of the School Enrollment Study Committee; Not available in paper copy due to paper color of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Charts, *Declining Enrollment, Elementary Secondary Education, *Enrollment Projections, Graphs, *School Demography, School Holding Power, School Planning, Tables (Data)

This study attempts to project school enrollment, by school building, through the 1980-81 school year for the Des Moines Independent Community School District. The study uses the cohort-survival method for estimating future enrollment based on the live births in the city since 1963 and school district enrollment since 1970. For purposes of planning, the data are presented in the form of a smooth-curve graph for each of the 46 elementary and 19 secondary schools. Other information in the report includes estimated optimum building capacities; initial construction and remodeling dates for each school; graphs comparing elementary and secondary enrollment, and senior high and junior high enrollment; and a chart summarizing non-public school enrollment from 1973-1976. The study concludes

that elementary school building enrollment totals are receding below optimum use levels. Junior high school enrollment is projected to decrease about 24 percent, and senior high enrollment about 14 percent. (MLF)

ED 144 260 EA 009 979

Hoffman, Gordon R. Brandt, John M.

What Every Taxpayer Should Know About Collective Bargaining.

Ohio School Boards Association, Columbus.

Pub Date 77

Note—42p.

Available from—Ohio School Boards Association, 700 Brookside Blvd., Westerville, Ohio 43081 (\$3.00 plus postage, quantity discounts)

Document Not Available from EDRS.

Descriptors—Board of Education Role, *Boards of Education, *Collective Bargaining, Elementary Secondary Education, *Employer Employee Relationship, *Labor Legislation, Labor Problems, Negotiation Agreements, *Teacher Militancy, Teachers, Unions

Identifiers—*Ohio, *Public Employee Unions

The purpose of this booklet, according to the authors, is to survey in sufficient detail the major components of the process of collective bargaining as it has evolved in Ohio schools. Written from a board of education perspective, it is intended as a ready reference for Ohio taxpayers, who are affected by the emergence of strong teachers' unions and by the content of negotiated contracts in Ohio school districts. The booklet covers the historical roots of collective bargaining, the growth of teacher militancy, federal and state legislation governing labor relations, and the collective bargaining process as viewed by boards of education. A glossary of labor relations and collective bargaining terms is also included. (Author/DS)

ED 144 261 EA 009 981

Campbell, Bruce, Comp.

Energy and Education Handbook.

New Jersey State Dept. of Education, Trenton.

Pub Date 4 Oct 77

Note—200p.; For issue at the Energy and Education Conference for New Jersey School Personnel (Edison, N.J., October 4, 1977)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Conservation Education, *Curriculum Guides, *Curriculum Planning, Depleted Resources, Elementary Secondary Education, *Energy Conservation, *Environmental Education, Fuel Consumption, Fuels, Needs Assessment, School Improvement, Solar Radiation
Identifiers—*New Jersey

Background papers are supplied that outline the energy education needs for New Jersey schools and show the dimensions of the energy crisis in terms of the availability of fuel sources. A curriculum model for Introduction to Energy and Energy Conservation is supplied with background information written for all teachers from kindergarten through secondary school. Four teaching units provide for the differentiation of instruction: kindergarten-primary, upper elementary, middle school, and high school level. A glossary and an extensive bibliography complete the model. The major goal of the publication is to give the teacher orientation to energy education and the encouragement to do research and teaching beyond the initial, condensed content. Another section describes energy audits for school buildings as well as suggesting guidelines for starting a district energy program. (Author/MLF)

ED 144 262 EA 009 982

Blackburn, Jack

The Rodda Act—One Year Later.

California Univ., Los Angeles. Inst. of Industrial Relations.

Spons Agency—Civil Service Commission, Washington, D.C.

Pub Date 77

Note—300p.; For a related document, see ED 140 506; Pages 69-70 removed due to copyright restrictions; Appendix to Tab D may not reproduce due to marginal legibility of original document; Best copy available

Available from—Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$8.00, quantity discounts)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Arbitration, *Collective Bargaining, Court Litigation, Elementary Secondary Education, *Employer Employee Relationship, Governing Boards, Guides, Hearings, Industrial Relations, Junior Colleges, *Labor Legislation, Negotiation Agreements, School Districts, *State Agencies, *State Legislation, State School District Relationship
Identifiers—*California, *Rodda Act (California)

The 1975 passage of the Educational Employment Relations (Rodda) Act poses new problems for California school employees and school districts. This training manual and guide attempts to put into perspective the new relationship between parties that results from the implementation of the Rodda Act. It focuses on the role of the newly-created Educational Employment Relations Board (EERB), which, among other functions, is empowered to supervise representation elections, certify bargaining agents, rule on allegations of unfair labor practices, and encourage parties to bring about mutual accommodation. The guide includes an examination of case precedents from other segments of the labor relations field, a guide to EERB hearings (including rules and regulations), and an examination of emerging EERB decisions. A glossary of labor relations terms is also included. (Author)

EC

ED 144 263 EC 101 373

Spadfore, Gerald J.

Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach.

Pub Date [76]

Note—12p.; Presented at the Convention of the National Association of School Psychologists (1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Committees, Decision Making, *Delivery Systems, Elementary Secondary Education, Exceptional Child Education, *Gifted, *Handicapped Children, *Interdisciplinary Approach, Problem Solving, *Student Placement, Teamwork

To reduce professional discord among admission and discharge committee members charged with placement and treatment decisions involving exceptional children, a Cognitive Dissonance Paradigm is proposed. The paradigm is noted to allow each team member to present assumptions and their interpretations of causes of the problem without critical review by fellow team members. The problem-solving, goal-oriented procedure is advocated to facilitate communication among team members by diminishing the need for each team member to compete for professional supremacy. The subsequent reduction of cognitive dissonance is said to enhance the admission and discharge committee's ability to determine the essential features of a proposed solution as well as to establish a meaningful delivery system. (Author)

ED 144 264 EC 101 374

Alternatives in Program Development for Exceptional Children.

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conceptual Schemes, Consultants, *Educational Programs, Elementary Education, Exceptional Child Education, Itinerant Teachers, *Learning Disabilities, *Models, *Program Development, Resource Teachers

Outlined are some models for educational programming for elementary school children with learning problems. Briefly covered are such topics as referral, parent conference, screening, and child finding. Program models are presented for three options: itinerant teaching, resource teaching, and use of a consultant/diagnostician. Listed are the following program option components: inservice teacher training, inservice for non-academic teachers, indepth retraining, cooperative inventory of materials, centralized materials center, certified supplementary personnel, non-certified supplementary personnel, peer teaching, and diagnostic teaching. (IM)

ED 144 265 EC 101 377

Teacher Made Materials.

Illinois State Office of Education, Springfield.

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Educational Games, Elementary Education, Exceptional Child Education, *Handicapped Children, *Instructional Materials, *Learning Activities, *Teacher Developed Materials

Described is a collection of 130 teacher developed materials for use with regular and handicapped elementary level students. Descriptions usually include a drawing of the item, name of item, cost, purpose, instructions, type of children, construction materials, construction, name of developer, school, and position. Provided are such items as a mini-computer, vocabulary card games, concept bingo, alphabetical order boxes, number jump, geodesic ball of letters, sample board, and color and shape maze. (IM)

ED 144 266 EC 101 379
Walton, E. V. Brzozowski, Walter T.

The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction.

Psychoeducational and Guidance Services, College Station, Tex.

Pub Date 75

Note—20p.; Paper presented at the Annual Conference of the Association of Children with Learning Disabilities (12th, Texas)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Behavior Problems, Case Studies, Drug Therapy, Elementary Secondary Education, Exceptional Child Research, *Learning Disabilities, *Medical Treatment, *Neurologically Handicapped

Identifiers—*Chiropractics

The effects of chiropractic treatment on children with learning and behavioral problems was investigated with 24 elementary and secondary level students, 12 receiving regular chiropractic treatment and 12 receiving medication. Results indicated that chiropractic treatment was more effective for the wide range symptoms common in the neurological dysfunction syndrome in which the following symptom areas were identified: attention span, hyperactivity, listening comprehension, reading comprehension, verbal output performance, writing output performance, following instructions, hand-eye coordination, overall coordination, effort, emotional maturity, behavior, and self-confidence. (Eleven case studies are briefly described.) (IM)

ED 144 267 EC 101 392
The White House Conference on Handicapped Individuals. Volume One: Awareness Papers.

Pub Date May 77

Note—452p.; Some parts may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Architectural Barriers, Attitudes, Civil Liberties, Communication (Thought Transfer), Conference Reports, Cultural Activities, Delivery Systems, *Economics, *Educational Opportunities, Emotional Adjustment, Employment, *Handicapped, *Health, Housing, Minority Groups, Older Adults, Prevention, Recreation, Rehabilitation, *Research Reviews (Publications), *Social Problems, Technology, Therapy, Transportation, Veterans

The compilation of 24 papers provides information concerning the health, social, economic, educational, and special concerns of handicapped U.S. citizens. Included are the following titles and authors: "Research" (J. Weston); "Application of Technology to Handicapping Conditions and for Handicapped Individuals" (W. Ayers); "Rehabilitation Engineering" (M. Parsons and M. Rapaport); "Early Diagnosis and Early Intervention" (D. Whitehouse); "Prevention of Disease and Disability" (W. Malone); "Treatment" (C. Swinyard et al.); "Attitudes of the General Public Toward Handicapped Individuals" (H. Yaker); "Psychological Adjustment of Handicapped Individuals and Their Families" (J. Bardach); "Recreation" (D. Park); "Participation in Cultural Activities" (V. Cassiano); "Architectural Accessibility" (R. Mace); "Transportation Accessibility" (H. Goodkin); "Communication—Techniques, Systems, Devices" (P. Scherer); "Employment" (R. Sale); "Economic Concerns of Handicapped Individuals" (M. Berkowitz et al.); "Full Educational Opportunities for Handicapped Individuals" (Council for Exceptional Children); "Problems of the Severely and Multiply Handicapped" (F. Fay); "Community and Residential Housing" (L. Frieden); "Service Delivery Systems" (C. Hoehne); "Civil Rights

and Addendum" (L. Rigdon); "Unique Problems of Handicapped Minorities" (R. Wakabayashi et al.); "Unique Problems of Disabled Veterans" (J. Maye); and "Unique Problems of the Handicapped Aging" (D. Davis and O. Onyemclukwe). (SBH)

ED 144 268 EC 101 551
Mann, Lester, Ed. Proger, Barton B., Ed.

Research and Applied Theory in Special Education: Conversations with the Experts.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Aug 76

Note—335p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Conference Reports, Criterion Referenced Tests, *Diagnostic Teaching, *Educational Accountability, Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, *Individualized Programs, Labeling (of Persons), Program Evaluation, *Research Design, *Research Methodology, Statistical Analysis, Student Evaluation, Teacher Evaluation

The volume focuses on topics discussed at a symposium on research methodology in special education, with emphasis on the special educator's perspective. Following an introductory section (three chapters), are three sections with 17 chapters which cover the following topics: design of educational prescriptions—behavioral objectives and criterion expectancy levels; implementation and evaluation of educational prescriptions; diagnostic-prescriptive teaching and the Guilford structure-of-intellect model; diagnosis, labeling, and expectancy effects; evaluation of curriculum and instruction; accountability—measuring teacher effectiveness; considerations in standardized testing; innovations in testing—criterion-referenced measurement; reporting pupil progress; research utilization; complementary roles of descriptive and inferential statistics; implementing a research design with internal controls; matching and choice of appropriate control groups; reliability in special education measures, error of measurement, representative scores, and confidence intervals; measuring change; statistics—peculiar problems caused by the nature of special education research; covariance and regression to the mean; and research design and methodology—results of an older conference. A final chapter consists of a topical index with codes for such information as discussants' names and whether there are two or more sequential pages of related discussion. (SBH)

ED 144 269 EC 101 552
Proger, Barton B. And Others

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Oct 76

Note—613p.

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, *Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, *Research Methodology, *Standardized Tests, Statistical Data

Identifiers—*Stanford Achievement Tests, *Stanford Early School Achievement Test

Presented are the results of a 2-year study on achievement patterns in 917 educable mentally retarded (EMR) children (8.0 to 19.11 years old) in the district run classes throughout Montgomery County, Pennsylvania. Described are the student participants, as well as the teachers and districts from which they came. Also discussed are the test devices (certain levels of the Stanford Early School Achievement Test and Stanford Achievement Test) and testing procedures used. It is noted that selection of test levels was done on a current-level-of-functioning basis rather than on chronological age (an approach known as out-of-level testing). Sections also cover the item analysis framework, sampling, raw data results, interpretation of results for each year, and discussion and recommendations. Noted among findings is that teachers of EMR children were fairly accurate judges of the current functioning levels of their students. The bulk of the document consists

of appendixes which include correspondence, raw data results, and selected responses to the evaluation form. (SBH)

ED 144 270 EC 101 751
Deno, Stanley L. Mirkin, Phyllis K.

Data-Based Program Modification: A Manual. Leadership Training Inst. for Special Education, Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Grant—OEG-0-9-336005-2452

Note—290p.; Not available in hard copy due to print quality of the original

Available from—Council for Exceptional Children (Publication Sales Unit), 1920 Association Drive, Reston, Virginia 22091 (\$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Problems, Case Studies (Education), Continuous Progress Plan, Educational Assessment, *Elementary Secondary Education, Evaluation Methods, Formative Evaluation, *Individualized Programs, *Learning Disabilities, *Manuals, Measurement Techniques, Predictive Measurement, Profile Evaluation, Program Administration

Presented is an empirically oriented, data based program modification (DBPM) manual for individualizing educational plans for any child with a learning or behavioral problem. The rationale for an empirically based program, the socio-legal context, and specific measurement and evaluation procedures (e.g. time series procedures and discrepancy measurement) are described in Part I. Covered in Part II is the sequencing of initial assessment and in Part III a program planning sequence is provided. Program implementation, adjustment, and certification are discussed in Parts IV, V, and VI. Consultation, training, and the indirect role of the resource teacher are treated in Part VII. Featured throughout is the application of DBPM to the case of a hypothetical child. Three appendixes provide appropriate questions for each decision area of the DBPM, case report summaries, and a list of change strategies. (BB)

ED 144 271 EC 101 852
Green, Robert A.

Implementation of a Speech Improvement Program at the Kindergarten Level.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 30 Apr 77

Note—191p.; Introductory Practicum, Nova University; Some parts may be marginally legible due to print quality of the original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consultants, Early Childhood Education, Itinerant Teachers, Primary Education, Program Descriptions, *Program Effectiveness, *Speech Handicapped, Speech Improvement, *Speech Instruction, Speech Therapists

Evaluated was a speech improvement program for kindergarten students in which speech improvement lessons were summarized for teachers, and the services of itinerant speech therapists were shared by classroom teachers. Teacher and therapist agreed upon specific speech lessons which were conducted on a weekly basis. Program development involved speech therapist and teacher inservice and observations, an inventory of program materials, formative and summative evaluations, and a monitoring of monthly and annual enrollment data. A reduction in the need for speech therapy in the first grade was noted in the following fall. Teachers and therapists expressed positive reactions to the program and additional benefits included increased reading readiness skills. (Author/CL)

ED 144 272 EC 101 853
Irvine, Jim

Early Intervention Programming: New England Educational Diagnostic Centre.

Pub Date 76

Note—15p.; Paper presented at the annual Australian Psychological Society (11th, Armidale, New South Wales, Australia, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Diagnosis, *Handicapped Children, *Intervention, Preschool Education, *Program Descriptions

Identifiers—Australia, *New England Educ Diagnostic Centre (Australia)

Explained is the development of the New England Educational Diagnostic Centre (N.E.E.D. Centre), an assessment and intervention center for children referred for academic, behavioral, communication, and/or developmental problems, with special emphasis on preschoolers. Outlined is information on the program's management and administration; programs (which include case work, training activities, consultation, early intervention programs, and research) and proposed developments of the center. Appended are charts showing program organization and lists of board members and professional staff. (SBH)

ED 144 273 EC 101 861

Sallop, Marvin B. Butler, John W.

Itinerant Teachers of the Hearing Impaired: What Do They Really Do?

Pub Date 30 Jun 77

Note—35p.; Paper presented at the Convention of American Instructors of the Deaf (Los Angeles, California, June 30, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aurally Handicapped, *Delivery Systems, Elementary Secondary Education, Exceptional Child Research, *Itinerant Teachers, *Personnel Data, Program Effectiveness, Surveys, *Teacher Role, Teaching Load

A three-phase study involving data on itinerant services delivered, school personnel perspectives on itinerant services, and survey data from regional program personnel, was conducted with five selected itinerant teachers and 70 hearing impaired elementary and secondary level day school students receiving services. Each of the 5s were observed during a random teaching day and each teacher responded to a survey on numbers of students served, mileage traveled, and other itinerant load characteristics. Among findings of the study were that the average teacher spends 22 hours a week in 7.6 different schools serving 12 students whom the teacher visits on an average of twice a week; that students are of all ages and all grades and classes, including educable mentally retarded, trainable mentally retarded, and resource classes; that the itinerant teacher is viewed as an important and vital educational element by district personnel; and that the teachers feel alienated, not belonging to any particular school. (IM)

ED 144 274 EC 102 210

An Overview [Austin Early Childhood Special Education Program].

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—25p.; For related information, see EC 102 211 - EC 102 221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Early Childhood Education, *Handicapped Children, Preschool Education, *Program Descriptions, Special Education

Identifiers—Austin Early Childhood Special Education Program

Provided is an overview of the Austin Early Childhood Special Education (AECSE) program, a coordinated approach to serving preschool handicapped children in the school, home, and community. Brief descriptions are given of the following program components: eligibility, assessment and evaluation, educational services, therapy services, parent involvement, community service coordination, helping teacher (support staff) program, and a followup study of 37 former AECSE students. (CL)

ED 144 275 EC 102 211

Diagnostic and Educational Services.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—78p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Class Organization, Diagnostic Tests, *Early Childhood Education, *Educational Diagnosis, Evaluation Methods, *Handicapped Children, Interpersonal Competence, Preschool Education, Program Descriptions, *Student Evaluation, Student Placement, *Teaching Methods

Identifiers—Austin Early Childhood Special Education Program

The diagnostic and educational services components of the Austin Early Childhood Special Education Program is reviewed. It is explained that the project's educational planning and curriculum are based on interdisciplinary assessments. Discussed are such diagnostic activities as the initial comprehensive evaluation, instructional arrangement, and the home program. Traced are six steps in the assessment/evaluation process: referral, screening, diagnostic placement, program implementation, program evaluation, and post-program placement. Included are flow charts of assessment and evaluation, and sample forms for referral and diagnostic summaries. Educational services are explained to involve classroom organization and placement according to the student's social competence. Social functioning is reported to be based on four basic classifications: the self involved child; the annoying, disruptive, or clinging child; the child with beginning small group capability; and the child with beginning large group capability. (CL)

ED 144 276 EC 102 212

Helping Teacher Program.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—35p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Consultants, Early Childhood Education, *Handicapped Children, Identification, *Program Descriptions, *Regular Class Placement, *Resource Teachers, Teacher Role

Identifiers—Austin Early Childhood Special Education Program

Described is a program in which two special education teachers from the Austin Early Childhood Special Education Program served as helping teachers with mildly handicapped kindergarten and first grade children in regular classes. It is explained that the goals of these helping teachers were to identify children with learning and/or behavior problems and to provide direct services to them and to their teachers. Noted are the types of assessments made, and touched upon are other activities, including coordinating services for students and disseminating a monthly newsletter. More than half of the document is devoted to nine appendices, including sample referral and lesson plan forms. (CL)

ED 144 277 EC 102 213

Casist Teacher Checklist: 0-4 Years.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—110p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Basic Skills, *Behavior Rating Scales, *Check Lists, *Early Childhood Education, *Handicapped Children, Infancy, Interpersonal Competence, Language Skills, Motor Development, Perceptual Development, Preschool Education, Self Care Skills, *Student Evaluation

Identifiers—Austin Early Childhood Special Education Program

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers determine the functioning level of children ages 0-4 and plan appropriate learning experiences. Two-hundred and -three Behavioral Statements are provided for six areas of functioning: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section is preceded by a list of materials needed and administration instructions. A profile sheet for graphing the child's development is included. (CL)

ED 144 278 EC 102 214

Casist Teacher Checklist: 4-7 Years.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—82p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Ability, *Behavior Rating Scales, *Check Lists, Early Childhood Education, *Handicapped Children, Interpersonal

Competence, Language Skills, Motor Development, Perceptual Development, Self Care Skills, *Student Evaluation

Identifiers—Austin Early Childhood Special Education Program

A checklist developed by the Austin Early Childhood Special Education Program to help teachers assess handicapped students ages 4-7 and plan learning activities is presented. The checklist is comprised of 127 performance statements for six areas of development: perceptual skills, motor skills, self help skills, social and emotional skills, language skills, and pre-academic skills. Each section includes instructions for administering the assessment and a list of materials needed. (CL)

ED 144 279 EC 102 215

Becker, Ruth W.

Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—56p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adjustment (to Environment), *Behavior Rating Scales, *Check Lists, *Classroom Observation Techniques, Early Childhood Education, *Handicapped Children, *Informal Assessment, Observation, Student Behavior, Student Evaluation

Identifiers—Austin Early Childhood Special Education Program

Presented is a checklist developed by the Austin Early Childhood Special Education Program to help teachers evaluate children's classroom behavior and coping skills. It is explained that results of the checklist should provide information on such factors as possible underlying problems experienced by a student, situations in which a student functions best, student progress in attaining school skills, and appropriate expectations and objectives. The checklist is arranged to allow for observation during 13 typical periods of a preschool day, including free play, large group activity, lunch time, story and music time, and rest time. (CL)

ED 144 280 EC 102 216

The Parent Program.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—36p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Early Childhood Education, *Handicapped Children, Needs Assessment, *Parent Counseling, *Parent Education, Parents, Parent School Relationship, Parent Workshops, Program Descriptions

Identifiers—Austin Early Childhood Special Education Program

The parent component of the Austin Early Childhood Special Education Program is described. Goals of the program are seen to include providing parents with emotional support, knowledge, and skill development. Intake, needs assessment, counseling, home visits, parent conferences, and training workshops for parents are considered. Nearly half of the document is composed of eight appendices, including a parent handbook, a needs assessment for parents, and a parent contact form. (CL)

ED 144 281 EC 102 217

Kutac, Ethel M.

Observation Training for Parents.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—47p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Early Childhood Education, Guidelines, *Handicapped Children, Observation, *Parent Education, *Parent Participation, *Parent Workshops, Program Descriptions, Teaching Methods

Identifiers—Austin Early Childhood Special Education Program

Guidelines developed by the Austin Early Childhood Special Education Program are provided for training parents to observe and participate in the classroom. Described is a four-session program in which small groups of parents view a videotape, observe in a classroom other than their child's, and finally observe in their own child's classroom. Instructions for the trainer and for the observer are included with observation worksheets for each session. Also included are pre-post tests for the first and fourth meeting. (CL)

ED 144 282 EC 102 218

Therapy Services.
Austin Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76
Note—104p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Early Childhood Education, *Handicapped Children, *Occupational Therapy, *Physical Therapy, Program Descriptions, *Speech Therapy, *Therapy
Identifiers—*Austin Early Childhood Special Education Program

Reviewed are the goals and activities of the therapy services in the Austin Early Childhood Special Education Program. Specific sections detail activities for speech therapy (such as diagnostic assessment, habilitation, consultation, and reporting procedures), occupational therapy (including identification and assessment, and services to children, teachers, parents, support staff and other professionals), and physical therapy (including identification, assessment, habilitation and consultation services.) Appended in each section are sample forms, letters, and reports. (CL)

ED 144 283 EC 102 219

Kutac, Ethel M., Comp.

Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children.

Austin Independent School District, Tex.

Pub Date 77

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Handicapped Children, *Instructional Materials, Manuals, Material Development, Parent Education, Preschool Education, Teaching Guides, *Toys

Intended for use in parent education activities, the manual presents guidelines for making 24 instructional toys and lesson plans for using the toys with preschool handicapped children. Each toy is presented in terms of an illustration, a list of specific skills to be developed by the child using the toy, materials needed, time required to make the toy, procedure for making the toy, suggested uses, and an evaluation chart (for noting dates and comments on the child's achievement). Some of the toys included are spoons for stringing, spoons of graduated sizes, graduated cans, a lacing shoe, a sandpaper alphabet, a lotto game, sequence cards, lacing cards, a bud button can, a geoboard, and rough and smooth cards. (DB)

ED 144 284 EC 102 220

Coordination of Community Services.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—25p.; For related information, see EC 102 210 - EC 102 221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Community Programs, *Community Resources, Early Childhood Education, *Handicapped Children, Program Descriptions, *School Community Relationship

Identifiers—*Austin Early Childhood Special Education Program

Activities involved in coordinating community services for handicapped children in the Austin Early Childhood Special Education (AECSE) Program are reviewed. Needs are explained to be identified through records review and appraisal of the health screening programs. Establishing priorities and developing cooperation between parents, staff, and the community are seen to be important steps in meeting the student's needs. Other aspects of the community coordination program are linking AECSE to community

resources, helping to improve the community's service system for children, and disseminating information about the AECSE Program. (CL)

ED 144 285 EC 102 221

Tucker, Jamie, Comp. And Others

Good Ideas: An Activity Book for Early Childhood.

Austin Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—96p.; For related information, see EC 102 210 - EC 102 220

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Activities, Class Activities, Creative Expression, *Early Childhood Education, Games, *Handicapped Children, Language Development, Motor Development, Music, Perceptual Development, Sciences, Social Development

Identifiers—*Austin Early Childhood Special Education Program

Presented are descriptions of 245 activities for use with young handicapped children. The activities, compiled by teachers in the Austin Early Childhood Special Education Program, are grouped according to the following 12 areas: pre-academic, language, science, perceptual, motor, games, music and creative expression, social-emotional, arts and crafts, cooking, holidays, and helpful hints for the classroom. Entries include name of the activity, underlying concept, brief description, and when appropriate, a cross-index with another curriculum area. In addition, each section is concluded with a list of related activities and their numbers. (CL)

ED 144 286 EC 102 229

The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition.

Bergen County Region III, Closter, N.J. Council for Special Education.

Pub Date Jun 76

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administration, Curriculum, Elementary Secondary Education, Exceptional Child Education, *Guidelines, *Handicapped Children, Organization, *Program Descriptions, *Regional Programs, School Personnel, School Services

Identifiers—*New Jersey (Bergen County)

Described in the procedures manual are guidelines under which Bergen County (New Jersey) Region III operates in providing a comprehensive educational program to special needs students. Guidelines are outlined for the following major areas (sample subareas are in parentheses): organization (name, membership districts, and role of officers); purpose (legal basis, general functions, and community responsibility); administration and service personnel (chief school administrator, coordinator for special education, and child study team); coordination (coordination of transportation, establishment of new classes, and articulation between elementary and secondary schools); servicing of students (confidentiality of records, identification survey, and general rules for placement); and curriculum (standards, in-service programs, and progress reports). Appended are sample copies of all current Region III forms. (SBH)

ED 144 287 EC 102 231

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect.

National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No.—(OHD)76-30089

Pub Date 76

Note—99p.

Available from—National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development/Office of Human Development, (DHEW), Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agency Role, *Child Abuse, Community Support, Information Dissemination, Mass Media, *Neglected Children, *Prevention, *Program Development, *Public Relations, Resource Guides

Intended for public and private agencies working in the field of child abuse and neglect prevention and treatment, the manual is designed to assist those responsible for creating public un-

derstanding of the problem of child abuse and neglect. Chapters cover the following areas: the value of a public relations program; planning and budgeting a public relations program; implementing the program (including dealing with the news media, writing the news release, and enlisting the support of other community agencies and groups); taking action when a child abuse tragedy occurs in the community; and evaluating the program. Also provided are a list of resources (books, films/filmstrips, slide presentations, radio/TV spots, child abuse and neglect organizations, and advertising and public relations organizations) and a glossary of terms. In addition, reduced photographs of sample brochures, posters, and newspaper advertisements are given. (SBH)

ED 144 288 EC 102 232

Child Abuse and Neglect Training Materials Catalogue.

National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No.—DHEW/OHD-77-30111

Pub Date Feb 77

Note—29p.

Available from—National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development/Office of Human Development, (DHEW), Washington, D.C. 20201

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Catalogs, *Child Abuse, Curriculum, Films, Filmstrips, *Instructional Materials, *Instructional Media, Magnetic Tapes, Manuals, *Neglected Children, Slides, Video Tape Recordings

The catalogue contains over 220 entries on curricula, films, slides, manuals, and other materials that have been collected for the training materials file of the data base on child abuse and neglect information. The 53 entries in the first section describe materials available for review and include informative abstracts. Items are arranged by medium (films, filmstrips-tapes, slides-tapes, video materials, training packages, and printed materials), and, within medium, alphabetically by producer or author. Information on each entry usually includes clearinghouse accession number, producer, title, medium, year produced, distributor, abstract, and occupational focus. Identified in the second section are approximately 170 training items which were not available for review. Information on each of these items is limited to producer/author, title, and year produced, and are also arranged first by medium and then alphabetically by producer or author. (SBH)

ED 144 289 EC 102 233

Baldwin, Victor A. And Others

State Master Plan for Special Education in Oregon.

Oregon State Dept. of Education, Salem.

Spons Agency—Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Pub Date Mar 77

Note—177p.; For related information, see EC 102 234

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Administration, Child Advocacy, Elementary Secondary Education, Equal Education, Exceptional Child Education, Financial Support, *Handicapped Children, *Master Plans, Models, Organization, Program Evaluation, *Program Planning, Staff Improvement, *State Programs

Identifiers—*Oregon

The State Master Plan for Special Education in Oregon is intended to assist school and district level personnel in their efforts to implement special education programs and services, to provide parents and special interest organizations with information about the rights of the handicapped and the programs and services available, and to assist other public and private agencies in coordinating the provision of special education services. The first major division of the document develops a rationale for the plan and presents the philosophy and definitions of special education in Oregon. The second major division presents major goals and objectives for special education in the state and specifies implementation activities for each objective for two levels of service delivery: State Department of Education (including coordination with other agencies), and Local Education Agencies and Intermediate Education Districts. Each activity is accompanied by a

proposed date of achievement for implementation. Individual sections cover the following areas (sample subtopics are in parentheses): rationale for state master plan (litigation and legislative trends); full educational opportunities—a model (individualized education programs); protection of individual rights (protection in evaluation procedures); personnel development (needs assessment); evaluation and data system (classroom requirements); administration and organization (support services); and finance (coordination and management of funds). (SBH)

ED 144 290 EC 102 234

Baldwin, Victor A. And Others

State Master Plan for Special Education in Oregon. Summary.

Oregon State Dept. of Education, Salem.
Spons Agency—Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Pub Date Mar 77

Note—48p.; For related information, see EC 102 233

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administration, Child Advocacy, Elementary Secondary Education, Exceptional Child Education, Financial Support, *Handicapped Children, *Master Plans, Models, Organization, Program Evaluation, *Program Planning, Staff Improvement, *State Programs
Identifiers—*Oregon

Presented is a summary of the State Master Plan for Special Education in Oregon, designed to guide the activities necessary to achieve the goal of providing full educational opportunities for all handicapped children by September 1, 1980. The document is divided into two major sections: rationale, philosophy, and definitions for a state master plan for special education; and major goals and objectives for special education. Individual sections address the following areas: a model for full educational opportunities; protection of individual rights; personnel development; evaluation and data system; administration and organization; finance of special education; and major goals and objectives timelines. (SBH)

ED 144 291 EC 102 235

Imber, Steve C. And Others

Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program.

Pub Date Apr 77
Note—26p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Change, Contingency Management, Elementary Education, Exceptional Child Research, *Learning Disabilities, *Parent Role, *Positive Reinforcement, *Reading Difficulty, *Task Performance, *Teacher Role

The study was designed to examine the effect of teacher administered praise notes on the academic performance of three second grade special needs students with reading difficulty or learning disabilities. Also studied were effects of notes and their use in conjunction with parental social reinforcement. A multiple baseline procedure was used to investigate the relative effects of teacher and parent-teacher praise on the completion of independent reading seatwork. Results demonstrated significant increases in student performance as a function of written teacher praise. Additional gains were realized from systematic parental support. (Author/SBH)

ED 144 292 EC 102 236

Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.

Capital School District, Dover, Del.; Delaware State Dept. of Public Instruction, Dover; Milford Special School District, Del.; Seaford School District, Del.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-73-2848

Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Delivery Systems, *Demonstration Projects, Early Childhood Education, *Educational Technology, Elementary Secondary Edu-

cation, Exceptional Child Services, *Learning Disabilities, *Material Development, *State Programs

Identifiers—*Delaware

Presented in the final report of Project SEACAP, a program designed to provide educational services to learning disabled students in Delaware, is information on the project's history and goals, progress, evaluation methodology, and conclusion and plans. Outlined among program objectives are to develop and field test guides and media of a program referenced developmental-educational tracking system, to design and implement a model child service delivery system, and to foster rapid multiplication and adaptation of the project's technology and models on a state-wide basis. The bulk of the document consists of appendixes which include the following materials: CADETS (Career Access Developmental-Educational Tracking Systems) products which include a brochure and the Milford Kindersteps Program; documentation of the Initial CADETS Special Study Institute; listings of members of project supervisory and service teams; supplementary reports from initial project demonstration sites; the 1974-75 learning resource center report from the Seaford demonstration site; and fiscal year 1974 and 1975 multiplication site reports from the capital district. (SBH)

ED 144 293 EC 102 237

Chan, Adrian And Others

Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976.

Wisconsin Univ., Milwaukee. School of Education.

Pub Date Feb 76

Note—224p.; Some parts may be marginally legible due to print quality of the original; Project funded by Wisconsin Council on Developmental Disabilities

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Child Advocacy, *Demonstration Projects, *Developmental Disabilities, Exceptional Child Research, Literature Reviews, *Needs Assessment, *Program Development, Questionnaires, *State Programs, Surveys
Identifiers—Final Reports

To develop a definition and guidelines for the establishment of a model statewide advocacy program, a multilevel survey consisting of questionnaires, telephone interviews, and personal interviews was conducted with developmentally disabled individuals, members of direct service and administrative agencies, and community board members. A literature review on the term advocate and past and present advocacy efforts was initiated. Data was broken down into nine areas: definition of advocacy, goals of advocacy, differences between advocacy and protective services, service categories in which advocacy services are most needed, developmentally disabled client groups most in need of advocacy services, optimum administrative location for advocacy programs, funding sources for advocacy programs for the developmentally disabled, problems to be anticipated in initiating and maintaining an advocacy program, and training. Among findings were that the perceived objectives and goals of an advocacy service were vague and that many people see the potential positive value of a responsible advocacy program as a monitoring device. (Sample questionnaires are appended.) (SBH)

ED 144 294 EC 102 238

Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act.

Office of Education (DHEW), Washington, D.C.

Pub Date 23 Aug 77

Note—48p.; Not available in hard copy due to small print of the original document

Journal Cit—Federal Register; v42 n163 part II p42474-42518 Aug 77

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Child Advocacy, Early Childhood Education, *Educational Accountability, Elementary Secondary Education, *Equal Education, Exceptional Child Education, Federal Aid, *Federal Legislation, *Handicapped Children, State Programs

Identifiers—*Education For All Handicapped Children Act

Presented are August 23, 1977 regulations for Part B of the Education of the Handicapped Act

(as required by the Education for all Handicapped Children Act of 1975, P.L. 94-142). Regulations are noted to amend the existing regulations governing assistance to states for education of handicapped children, to add a new part on incentive grants programs for handicapped children aged 3 through 5 years, and to make certain conforming amendments to the general provisions for state-administered programs. Included are provisions which are designed to assure that all handicapped children have available to them a free appropriate public education, to assure that the rights of handicapped children and their parents are protected, to assist states and localities in providing for the education of handicapped children, and to assess and assure the effectiveness of educational efforts to handicapped children. (SBH)

ED 144 295 EC 102 239

Hepworth, H. Philip

Child Abuse—A National Perspective.

Pub Date Jun 77

Note—57p.; Paper presented at the Child Welfare League of America Northwest Region Conference (Calgary, Alberta, Canada, June 5-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Child Abuse, Exceptional Child Research, Exceptional Child Services, Foreign Countries, *Legislation, *Needs Assessment, *Neglected Children, Prevention, *Statistical Data, Volunteers
Identifiers—*Canada

Discussed are the child abuse reporting laws in Canada and the operation of child abuse registers. Comments on the recommendations of the House of Commons are quoted in the following areas of need: preventive services, research, statistics and information, amendment of the Canada Evidence Act and the Criminal Code, and public and professional education. A task force of voluntary organizations concerned with child abuse and neglect, as proposed by the author, is described. The bulk of the document consists of the following appendixes: a statement of the laws concerning child abuse and neglect; statistical documentation from child abuse registers; and legislative provisions and documentation relating to child abuse in the provinces, presented by province. (IM)

ED 144 296 EC 102 240

Holmes, Monica B.

Child Abuse and Neglect Programs: Practice and Theory.

Community Research Applications, Inc., New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Mental Health Services Program.

Report No.—DHEW-ADM-77-344

Pub Date 77

Contract—ADM-42-74-56(SM)

Note—208p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Agencies, *Case Studies, *Child Abuse, Community Programs, Definitions, Exceptional Child Services, *Health Services, Hospitals, Identification, Incidence, Legislation, Literature Reviews, *Neglected Children, *Program Descriptions, Record Keeping, *Social Services, State Programs, Statistical Data

Presented are detailed reports of eight child abuse and neglect programs, and a synthesis of the information obtained through onsite visits to programs and a review of the literature. Provided in Part I are the descriptive case studies of two hospital-based programs (Children's Trauma Center, Children's Hospital Medical Center, Oakland, California, and the SCAN Program, Pittsburgh Children's Hospital, Pittsburgh, Pennsylvania), two private nonprofit agency-based programs (Bowen Center of the Juvenile Protective Association, Chicago, Illinois, and SCAN Volunteer Service, Inc., Little Rock, Arkansas), two public social service agency-based programs (Hennepin County Welfare Department, Minneapolis, Minnesota, and Lehigh-Northampton Counties Coordinated Child Abuse Program, Pennsylvania), and two community-based team programs (Billings Child Abuse and Neglect Community-Based Team, Billings, Montana and Laramie Child Abuse Council and Treatment Team, Laramie, Wyoming). Part II on themes and issues in child abuse and neglect presents chapters on the following topics: criteria

and definitions, case reporting and incidence; characteristics and dynamics of abuser/neglecters; characteristics of the abused/neglected child; identification, case management, and treatment; social services health, child care, educational, and law enforcement systems; and conclusions and recommendations. (IM)

ED 144 297 EC 102 241

Burbank, Lucille
Mediagraphy on Mainstreaming.
Pub Date 77
Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Instruction, Bibliographies, Early Childhood Education, Educational Resources, Elementary Secondary Education, Exceptional Child Education, Filmographies, Films, Filmstrips, *Handicapped Children, *In-service Teacher Education, Instructional Materials, *Instructional Media, Magnetic Tape Cassettes, Parent Education, *Regular Class Placement, *Resource Guides, Teachers, Video Tape Recordings, Visual Aids

Listed and briefly described are resource materials on the mainstreaming of handicapped children, selected for use in the training of professionals, parents, and students. Included are references to 20 instructional materials (filmstrips, slides, and cassettes), 29 films and videotapes, and 30 print resources. Usually provided in the references are title, author or producer, date, and a brief summary of the contents. (IM)

ED 144 298 EC 102 242

Ciccorico, Edward A.
Preschool Instruction for the Exceptional (PIE)
Project Report: 1976-1977.
Northern Valley Regional High School District, Closter, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 77

Note—103p.; For the 1974-75 and 1975-76 reports, see ED 131 629 and ED 131 630; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Annual Reports, Community Role, *Diagnostic Teaching, *Handicapped Children, *Identification, Individualized Instruction, In-service Education, Parent Role, Preschool Education, Preschool Evaluation, *Preschool Programs, Regular Class Placement, *Staff Improvement

Identifiers—New Jersey, Preschool Instruction for the Exceptional (PIE)

Presented is the 1976-77 project report containing descriptions and evaluations of the five accomplished goals of the Preschool Instruction for the Exceptional (PIE) program which has provided services for 54 New Jersey students (3 to 5-years old). Described and discussed are the following objectives: (1) identification and diagnosis of preschool handicapped children, (2) development of a multidisciplinary team and creation of a learning environment for each child, (3) development and implementation of personalized programs for prescriptive teaching, (4) involvement of parents of handicapped children in their child's personalized learning program, and (5) implementation of community outreach to facilitate mainstreaming of the children. The major portion of the document consists of the following appended material: newspaper articles about the program, the PIE parent's questionnaire, the nursery school evaluation form, a sample of child study team notes, the personalized learning workshop program and evaluation form, floor plan of the PIE class, a sample of objectives set in a personalized learning program, a profile of development, and a parent's evaluation questionnaire. (IM)

ED 144 299 EC 102 243

Sullivan, Ruth Christ, Comp.
Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977.
Pub Date Jun 77

Note—23p.; Hard copy not available due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Autism, Childhood, *Definitions, Exceptional Child Education, *Filmographies, *Films, Filmstrips, Instructional Materi-

als, *Instructional Media, Video Tape Recordings

The bibliography provides a listing of 50 films, 11 videotapes and video-cassettes, one audiotape, two film strips, three sets of slides, and two commercial films on the topic of autism. Entries include such information as length, contact address, cost, recommended audience (usually parents, professionals, students, and/or general audience), and a brief summary of the contents. Also included is the working definition of autistic children, as revised by the National Society for Autistic Children. (IM)

ED 144 300 EC 102 244

Harkins, Judy Athey

How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland.

Howard Community Coll., Columbia, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date [77]

Note—101p.; For reports I and II of the feasibility study, see EC 101 382

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administration, Aurally Handicapped, *Deaf, *Enrollment, Exceptional Child Research, Opinions, Post Secondary Education, *Program Descriptions, Program Planning, *School Services, Special Programs, Special Services, *Surveys

Identifiers—Maryland

Reported are the results of a study of 36 postsecondary programs for deaf students, part of a study designed to examine the feasibility of implementing such a program in Maryland. Sections cover answers to questions on the following topics (sample questions in parentheses): students/enrollment ("What is the target population of your program?"), support services ("What are the highest priority support services in your program?"), administration ("What are your funding sources?"), some students' opinions (Why did you attend this postsecondary school?), and interviews with administrators ("What are the assets of a program like this to your institution as a whole?"). The major portion of the document consists of the following appended material: descriptions of basic support services from "Principles Basic to the Establishment and Operation of Postsecondary Education for Deaf Students" by the Conference of Executives of American Schools for the Deaf, 1973; information on programs visited, from "A Guide to College/Career Programs for Deaf Students"; forms and other in-house documents; and a list of the members of the feasibility study project advisory committee. (IM)

ED 144 301 EC 102 245

Watts, Eldon Harkins, Judy Athey

Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.

Howard Community Coll., Columbia, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 77

Note—63p.; For related information, see EC 101 382

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Aurally Handicapped, *Community Colleges, Community Resources, *Community Services, Conferences, *Deaf, Exceptional Child Services, *Post Secondary Education

Identifiers—District of Columbia, Maryland (Baltimore)

Presented are two reports concerning services for deaf individuals at the post secondary level. The first report details community social services available to deaf persons in Baltimore and Washington D.C. metropolitan areas. Information is provided on 15 types of services, including information and referral agencies, speech and hearing centers, rehabilitation services, and police and correctional services. Contained in the second report is a description of a conference designed to increase awareness about the needs of deaf students on the part of community college personnel. Included in nine appendices are a sample conference brochure, agenda, list of handouts, and the text of the keynote address delivered by M. Vernon. (CL)

ED 144 302

EC 102 246

Karnes, Merle B.

Creative Games for Learning: Games for Parents and Teachers to Make.

Council for Exceptional Children, Reston, Va.

Pub Date 77

Note—152p.

Document Not Available from EDRS.

Descriptors—*Early Childhood Education, Educational Games, *Games, *Handicapped Children, *Instructional Materials, *Material Development, Parents, Play, *Teacher Developed Materials, Toys

Described for parents and teachers of children 3- to 8-years-old (handicapped and nonhandicapped) are 50 easily constructed homemade learning games. It is explained that the games may be especially helpful in classrooms where handicapped children are mainstreamed with nonhandicapped children. Arranged alphabetically by title, each entry provides the following information: game objective, materials needed, construction directions, game instructions, variations on the basic game, and ideas for game storage. Sample games are "baseball" (comprehension of positional prepositions), "crossing the bridge" (addition and subtraction of simple numbers), "mystery movie" (expressive language through storytelling), and "see through cards" (recognition of part-whole relationships in a component picture). (CL)

ED 144 303

EC 102 351

Henjum, Arnold E.

A Response to the Needs of Rural Gifted and Talented Youth.

Pub Date 77

Note—68p.; Photographs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Creativity, Curriculum Enrichment, *Enrichment Programs, Exceptional Child Education, *Gifted, *Program Descriptions, Program Evaluation, *Rural Education, School Funds, Secondary Education, Summer Institutes, *Summer Programs, *Talented Students, Teaching Methods

Described is the West Central Minnesota Institute for Creative Study, developed by a group of rural high schools to provide a summer enrichment program for gifted and talented youth. It is noted that the program was designed to bring together outstanding students, teachers, facilities, and materials in an attempt to expand and strengthen the overall educational offerings for these gifted students. Chapters cover the following topics: a brief description and overview of the institute, goals and objectives, curriculum, methodology utilized in the courses, funding, faculty evaluation of the institute, student evaluation of the institute, and a summary concluding that the program has been a success and encouraging other areas to develop a similar institute. (Appended are copies of a student application form and a student information form.) (IM)

ED 144 304

EC 102 352

Levine, S. Joseph

Resources for Effective Teaching. Workshop Coordinator's Kit #1: Designing an Instructional Game.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71

Note—23p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #1: Diseñando un Juego Educativo. Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Games, Elementary Secondary Education, *Handicapped Children, *In-service Teacher Education, *Special Education Teachers, Teacher Workshops, Teaching Methods

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit, (first in a series of service teacher training materials) focuses on providing a vehicle for interaction and cooperation in the design of an instructional game. Outlines are activity objectives (such as helping participants gain new ideas to try out in

the classroom), materials needed, procedures, and discussion questions. Master sheets to be duplicated and distributed to workshop participants are given. Both English and Spanish versions of the kit are provided. (SBH)

ED 144 335 EC 102 353
Ward, Ted

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71

Note—33p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #2: Definiendo Objetivos para de Conceptos. Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Concept Teaching, *Educational Objectives, Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Special Education Teachers, Teacher Workshops

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit, (second in a series of inservice teacher training materials) focuses on defining objectives that relate to the learning of concepts. Outlined are workshop objectives (which include describing the interrelationships among the plan for teaching, the objectives, the entry behaviors, and evaluative criterion) and procedure. Master sheets for duplication are provided on the concepts to be taught, sample exercises, and discussion problems. Both Spanish and English versions are given. (SBH)

ED 144 306 EC 102 354
Levine, S. Joseph

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71

Note—28p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #3: Diseño de Medidas de Criterio. Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Criterion Referenced Tests, Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Special Education Teachers, Teacher Workshops, Test Construction

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (third in a series of inservice teacher training materials) focuses on designing criterion measures. Outlined are instructions to the coordinator, materials needed, and discussion questions. Also provided is the script from a tape on designing criterion measures and master sheets for duplication as handouts to workshop participants. Both English and Spanish versions are given. (SBH)

ED 144 307 EC 102 355
Ward, Ted

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71

Note—28p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #4: Medios de Aprendizaje del Educando; Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Instructional Design, *Learning

Processes, *Special Education Teachers, Teacher Workshops

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (fourth in a series of inservice teacher training materials) focuses on the relation between the learner's approach to an instructional problem and the design of the instructional experience. Outlined are objectives, materials needed, procedures, a timetable, and coordinator's notes for the optional exercise. Included are master sheets to be duplicated and handed out to workshop participants. Both English and Spanish versions of the kit are given. (SBH)

ED 144 308 EC 102 356
Ward, Ted

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 71

Note—22p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #5: Metas para la Educación; Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Special Education Teachers, Teacher Workshops

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (fifth in a series of inservice teacher training materials) focuses on the problem of identifying and relating the underlying goals from which a given educational operation exists. Outlined are objectives, procedures, materials needed, directions for the leader, participant activity, data collection procedures, and discussion questions. Also provided are graphic illustrations of the concepts covered in the workshop. Both English and Spanish versions of the kit are given. (SBH)

ED 144 309 EC 102 357
Ward, Ted Levine, Joseph

Experience Teachers! Kit #5: Tapes Teach.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 70

Note—42p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #5: Las Experiencias Enseñan! Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Special Education Teachers, *Tape Recordings, Teacher Workshops, Teaching Methods

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (fifth in a series of inservice teacher training materials) illustrates a variety of instructional uses of audio tape recording techniques. Objectives, procedures and overview, and equipment and space requirements are outlined. Provided is the script of a tape on the instructional uses of audio-recording technology. Worksheets for duplication and distribution to workshop participants are provided. Both English and Spanish versions of the kit are given. (SBH)

ED 144 310 EC 102 358
Levine, S. Joseph

Experience Teachers! Kit #6: Games Teach.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 70

Note—36p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #6: Los Juegos Enseñan! Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational Games, Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, *Special Education Teachers, Teacher Workshops, Teaching Methods

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (sixth in a series of inservice teacher training materials) focuses on experiences that allow the participants to design and try different types of games. Outlined are objectives, equipment needed, procedures, and discussion questions. The script of a tape on designing and implementing games as a supplement to teaching is provided. Also included are sample worksheets for duplicating and handing out to workshop participants. Both English and Spanish versions of the kit are given. (SBH)

ED 144 311 EC 102 359
Ward, Ted

Experience Teachers! Kit #7: Simulations Teach.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jun 70

Note—11p.; Includes Spanish version: Recursos para la Enseñanza Efectiva. Equipo del Coordinador del Taller. Kit #7: Simulacro de Enseñanza. Translated by Thelma Artiga Selligman; For related information, see EC 102 352 - EC 102 359

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Handicapped Children, *Inservice Teacher Education, Learning Activities, *Simulation, *Special Education Teachers, Teacher Workshops

Resulting from a special study institute sponsored by the Bureau of Education for the Handicapped, the workshop coordinator's kit (seventh in a series of inservice teacher training materials) describes a group exercise stimulating the processes of analyzing a task in order to conduct an orderly accomplishment of the task. Outlined are the objectives (such as providing teachers with a model exercise that can be readily adapted as a learning experience for children), equipment needed, and steps in the simulation. Both English and Spanish versions of the kit are given. (SBH)

ED 144 312 EC 102 360
Turner, Ruth

Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children.

Pub Date Aug 76

Note—93p.; Maxi II, Nova University; Best Available Copy, some print marginal

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Demonstration Projects, Early Childhood Education, Elementary Secondary Education, *Handicapped Children, *Identification, Information Dissemination, *Interagency Cooperation, *Program Descriptions, Public Education, Student Evaluation

Identifiers—*Child Find

A project was proposed to develop a system for the location of unserved handicapped students (3 to 21 years old) and a model for facilitating cooperative planning between the Dallas Independent School District and a major community agency. Efforts to ensure the continuation of these activities included the development of a computerized information system, a referral procedure, and a public awareness campaign. The project located 88 unserved handicapped children through a public awareness campaign and a house-to-house canvass. The most successful child find activities were human service agency visits and a poster displayed in neighborhood business establishments. Delays of placement were typical and only 37 of the children were placed before the end of the school year. (Appendix includes maps of the areas surveyed, sample news releases, and a synopsis of the developmental evaluation scale. (Author/SBH))

ED 144 313 EC 102 361
Malfitano, Rocco J.

Designing and Implementing a Resource Room Program for Children with Special Needs.

Pub Date Jun 77

Note—212p.; Introductory Practicum, Nova University; Photographs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Diagnostic Teaching, Elementary Education, Facility Planning, *Handicapped Children, Individualized Programs, Inservice Teacher Education, Instructional Materials, Paraprofessional School Personnel, Parent Role, *Program Descriptions, *Program Development, Program Evaluation, Regular Class Placement, *Resource Room Programs, Specialists, *Student Placement, Teacher Role

The report describes the step-by-step method used to design and implement a resource room program for 157 special needs children (elementary level) at the Abraham Lincoln School in Revere, Massachusetts. It is noted that a special needs committee investigated programs in operation throughout the state, researched special needs programs utilizing ERIC (Educational Resources Information Center), and consulted with representatives of the State Department of Education's Division of Special Education. Program development is reported to include establishing a resource room rationale, interviewing and hiring a resource room teacher, selecting and equipping an area to be used as the resource center, defining the objectives and goals of the program, utilizing parents and students as teacher aides, and organizing regular education teacher seminars. It is explained that a monitoring system insuring the initiation and maintenance of educational plans was developed. Described are three step-by-step procedures and the testing instruments used by the resource room team in the pre- and posttesting of three typical children. Evaluation showed that of the 157 children enrolled in the program, 41 were mainstreamed into regular classrooms by the end of the school year. Included in the appendixes are such items as teacher notices, parent notices, testing instruments, curriculum materials, an on-site evaluation, forms used for program services, and photographs of the resource room. (Author/SBH)

ED 144 314

EC 102 362

Belsky, Jay

Child Abuse: From Research to Remediation.

Pub Date May 77

Note—44p.; Paper presented at the Groves Conference on Marriage and The Family (Liberty, New York, May 5-8, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Abuse, Conceptual Schemes, *Etiology, Exceptional Child Research, Family Problems, *Models, Neglected Children, Psychiatry, *Research Reviews (Publications), Sociology, Therapy

Reviewed is research on the etiology and treatment of child abuse, specifically on three basic theoretical models: A psychiatric model emphasizing the individual abuser's role; a sociological model stressing the impact of social factors; and a model which focuses on the child's role in stimulating his own maltreatment. The second part of the paper critically examines remediation strategies within each model (including self help groups, homemaker services, and changes in treatment of premature infants). The importance of considering all three models in devising treatment strategies is stressed. (CL)

ED 144 315

EC 102 363

Anderson, Elizabeth M. Spain, Bernie

The Child with Spina Bifida.

Pub Date 77

Note—352p.

Available from—Methuen and Co. Ltd., Division Associated Book Publishers Ltd., North Way Andover, Hampshire SP10 5BE, England

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Early Childhood Education, Educational Opportunities, Elementary Secondary Education, *Emotional Problems, Employment Opportunities, *Etiology, Family Counseling, *Family Problems, *Physically Handicapped, Social Development, Student Placement, Textbooks

Identifiers—*Spina Bifida

Intended for parents as well as professionals, the text provides information and practical suggestions on dealing with spina bifida and hydrocephalus. Part I (chapters 1 and 2) concentrates on the medical and physical aspects of the condition with discussions covering such areas as spina bifida's development, locomotor problems, and the role of genetic counseling. Part II (two chapters) is concerned with an account of and services for family problems which include the

crisis precipitated by the birth of a handicapped child, the question of the support and information given to parents during the early months, and the effects of the handicapped child's presence on marital relationships and siblings. Part III focuses on the child's intellectual development with four chapters on research findings, suggestions for fostering both intellectual and social development during preschool years, the question of choosing a school, and what can be done to help the child in school. Part IV (two chapters) examines problems of pre-adolescent and teenage spina bifida children and considers prospects for further education, training, and employment. The text ends with a summary of conclusions and recommendations. Appendixes include a glossary of technical terms. (SBH)

ED 144 316

EC 102 364

Katz, Elias, Ed. Ludins-Katz, Florence, Ed.

Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled.

Creative Growth, Oakland, Calif.

Pub Date 77

Note—105p.; Proceedings published with financial support of United Airlines Employees Development Fund

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adjustment (to Environment), Art Therapy, *Case Studies, Conference Reports, *Creative Art, *Creativity, *Developmental Disabilities, *Mentally Handicapped, Music, Research Reviews (Publications)

Provided are 11 presentations given at the research seminar of the First National Conference on Creative Art of the Developmentally Disabled, a conference which also included an art exhibit, lectures, and workshops. Following two introductory speeches (by E. Katz and F. Ludins-Katz) are papers with the following titles and authors: "Creativity" by M. Luca (a review of the creative process); "The Creative Necessity" by R. Neperud (a discussion of the developmental model of art therapy); "Four Social Dimensions of Creativity" (explained as possessing actual power, acting on legitimate norms, engaging in meaningful behavior, and functioning nonstrangely in one's activities) by B. Klein; "The Blossoming of Charlene" by J. Errion (an account of a 20-year-old woman's participation in the Creative Growth center's program); "Brian's Creative Adaptation to His Reality" by B. Stoll (the case history of a 16-year-old mentally retarded and emotionally constricted boy focusing on the symbolic process through which art served as a vehicle for creative adaptation); "Tuning In and Letting Art Turn Them On" by S. Eslinger (a report on creativity and the visual arts for the developmentally disabled); "Creativity and the Developmentally Disabled—A Holistic Approach" by S. Olsen (consideration of creativity as an energy flow); "Music and Creativity for the Handicapped" by S. Mills; and "The Artistic Talents of Atypical Mentally Retarded" by A. Morishima (the case studies of three Japanese artists). (SBH)

ED 144 317

EC 102 365

Vodola, Thomas M.

A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.

Ocean Township Board of Education, Oakhurst, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.—72-341

Pub Date 77

Note—170p.; The document is one of the "Developmental and Adapted Physical Education" series; Some parts may be marginally legible due to small type
Available from—Township of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755 (\$6.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adapted Physical Education, Elementary Secondary Education, Exceptional Child Services, Federal Aid, *Financial Support, *Handicapped Children, *Information Dissemination, Interagency Cooperation, *Program Planning, *Publicize, Resource Guides, State Aid, *Teacher Role

Identifiers—*Project ACTIVE

Intended for teachers, the resource manual presents information on a nationally validated

Title III adapted physical education program. An introductory chapter provides an overview of the manual, an explanation of the manual's organization and structure, and definitions. Chapter II describes Project ACTIVE's (All Children Totally Involved Exercising) internal network, detailing the interrelationships that should be established to ensure viable adoptions and realistic monitoring. Chapter III discusses the importance of creating a state and national awareness of the ACTIVE program through the formation of an external network. Chapter IV includes specific sources of information and services dealing with the needs of the handicapped population in general. The final chapter is devoted to grantsmanship with sections on criteria and guidelines for proposal development and sources of state and federal funds. (Author/SBH)

ED 144 318

EC 102 366

Bernstein, Judith W.

The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students.

Pub Date 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, *General Education, *Inservice Teacher Education, Program Effectiveness, Research Projects, *Residential Programs, *Sexuality, *Teacher Attitudes, Teaching Methods

Human sexuality classes were conducted with each of two groups (20 Ss in each) composed of randomly selected and assigned staff members at an institution for emotionally disturbed children. One group received conventional, didactic experiences in a large group environment; the other experienced informal, student-directed activities in a small group setting. To determine if there was a difference in sexual knowledge and attitude between groups following the course, a comparative analysis, based on pretest and posttest scores was made. Although no significant differences were found, additional questions were raised by the study and suggestions were made for future research. (Author/SBH)

ED 144 319

EC 102 367

Bailey, Larry J.

A Teacher's Handbook on Career Education for**Students with Special Needs: Grades K-12.**

Illinois State Office of Education, Springfield.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 77

Note—290p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Aurally Handicapped, *Career Education, Elementary Secondary Education, Family School Relationship, *Handicapped Children, *Instructional Materials, *Lesson Plans, Parent Role, Physically Handicapped, *Resource Guides, *Teaching Guides, Visually Handicapped

The handbook is designed to move teachers in the direction of developing competencies in planning, organizing, and conducting career education learning activities for students with special needs. The first chapter on special education in Illinois reviews the context in which the handbook was developed. Chapter II is devoted to the emergence of career education as a major, national educational priority. Career education and career development definitions are provided and the purpose, goals, and objectives at the primary and intermediate levels are presented in Chapter III. Discussed in Chapter IV are the characteristics of three groups (visually, hearing, and physically impaired) of children and comments on certain implications for career education. Chapter V identifies the types of available information and provides for access to resources and agencies which produce and provide career education materials and services. Chapter VI demonstrates how career education goals and objectives and career education materials can be merged in planning and developing instructional lessons and units. A final chapter discusses the role of the parent in career development and suggests ways in which the home school relationship can be enhanced. Appendixes (which make up a major part of the document) include sample unit and lesson plan forms, representative lesson plans developed by field-test teachers, and a taxonomy of commercial instructional materials for career education—grades K through 12. (SBH)

ED 144 320 EC 102 368

Carroll, Andrea And Others

The Secondary Resource Specialist in California: Promising Practices.

University of Southern California, Los Angeles. California Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Oct 76

Note—528p.; For related information, see EC 102 368-370

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Curriculum, Exceptional Child Education, *Handicapped Children, Identification, Inservice Teacher Education, Instructional Materials, *Program Descriptions, Resource Guides, Resource Materials, *Resource Staff Role, *Resource Teachers, Resource Units, Secondary Education, *Secondary Schools, State Programs, Student Evaluation, Testing

Identifiers—*California

The volume presents an overview of the secondary Resource Specialist Program for mildly and moderately handicapped students in California and reviews the most promising aspects of the program, directions in which the program appears to be headed, and some ideas on facilitating program growth and change. Included are five chapters with the following titles and authors: "Structure and Management" (M. Stem), "Establishing Communication Links" (G. Gurski), "Assessment and Instructional Planning" (A. Carroll), "Curriculum Approaches" (M. Male), and "Inservice Training" (G. Gurski). The bulk of the document consists of the following appendices: a listing of names and addresses of ten master plan agencies in California; descriptive profiles of secondary resource programs; a listing of the recommendations from the RISE (Reform of Intermediate and Secondary Education) report; a listing of tests in the areas of general achievement, reading, math, and vocations; annotations of instructional materials resources in a variety of subject areas; and professional references such as job descriptions, testing guidelines, and guidelines for staff training. (IM)

ED 144 321 EC 102 369

Carroll, Andrea And Others

Training Components for the Secondary Resource Specialist in California: Promising Practices.

University of Southern California, Los Angeles. California Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 77

Note—97p.; For related information, see EC 102 368-370

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Curriculum Guides, Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, *Professional Training, Resource Staff Role, *Resource Teachers, Resource Units, Secondary Education, *Secondary Schools, Special Programs, *Staff Improvement, Training Objectives

Identifiers—*California

Designed to accompany the volume "The Secondary Resource Specialist in California—Promising Practices", the document presents the components of a program for training secondary resource specialists for mildly and moderately handicapped students. Covered are three training components, each including a listing of objectives, reading assignments, schedules, presentation outlines, and needed printed materials. Noted for the training components (each of which takes one day to present in its entirety) are the following objectives: for component one—structure and management of the secondary resource specialist program—knowledge of characteristics of a moderately handicapped learner, legal constraints on the specialist, structure of the program, limitations of a "special education wing", and time management; for component two—establishing communication links—knowledge of available community resources, competencies necessary for the specialist, coordination and communication activities of the specialist, importance of parent involvement, presentations to regular classroom teachers, and role relationships within the schools; and for component three—curriculum approaches—knowledge of curriculum adaptation, material evaluation, material selection, behavior problems, the importance of vocational training, necessary life

skills, and types of tutoring and their effectiveness. (IM)

ED 144 322 EC 102 370

Littlejohn, Judy And Others

Resource Guide for Individualized Competency-Based In-Service Training.

University of Southern California, Los Angeles. California Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jan 77

Note—63p.; Developed by the Humboldt-Del Norte Special Education Master Plan; For related information, see EC 102 368-370

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Check Lists, *Demonstration Projects, Elementary Secondary Education, Exceptional Child Education, Guidelines, *Handicapped Children, *Inservice Teacher Education, *Performance Based Teacher Education, Professional Training, *Program Descriptions, Program Evaluation, *Resource Teachers, Resource Units

Identifiers—*California

Outlined in the manual is a program of advanced inservice training for resource specialist teachers which follows an individualized, competency-based model implemented in California. Sections cover the following topics: a review of the history of the project, with emphasis on the development of a model program; guidelines for implementation of the program; a preparatory checklist for the resource specialist and for the evaluation team; and guidelines for planning of the training and evaluation. Approximately half of the document consists of the following appended worksheets: resource specialist competency checklist, self-evaluation checklist, guide to structured observation, guide to structured interview, evaluation summary (with sample of a completed written summary and a completed summary of objectives and activities), a copy of the agenda from a summer workshop program (including a listing of the objectives and tasks of the workshop on individualized programs for reading and math), a resource inventory guide, and guidelines for evaluation of consultation skills. (IM)

ED 144 323 EC 102 371

Zollinger, Ruth H., Ed. Klein, Nancy K., Ed.

Learning Disabilities: An Interdisciplinary Perspective.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.

Spons Agency—A. H. S. Foundation, St Paul, Minn.

Pub Date 75

Note—81p.; Proceedings from the Colloquium Series of the Department of Education, Case Western Reserve University, 1973-1974; Contains some small print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Conference Reports, Definitions, Elementary Secondary Education, *Etiology, *Interdisciplinary Approach, Language Handicapped, *Learning Disabilities, Music Therapy, Neurology, *Program Descriptions, Psychology, Reading Difficulty, Speech Pathology, *Teaching Methods

Presented are six papers originally delivered at a colloquium series on the problems of the learning disabled child, with emphasis on a multidisciplinary perspective. In "One Psychologist's Perspective on Learning Disabilities," J. Kessler provides an overview of the field with sections on definition and identification, etiology, testing as a basis for educational therapy, hyperactivity, motivation, and the teacher's role. In a second paper titled "Learning Disabilities—A Neurologist's Perspective" S. Horowitz examines the problems of deprivation, mental retardation, specific reading disabilities, minimal brain dysfunction, and poor education. The effectiveness of various educational programs is discussed in a paper titled "Learning Disabilities—The Educator's Perspective" by J. Jacobs. The music therapy program at the Cleveland Music School Settlement is described in "Learning Disabilities—A Music Therapist's Perspective" (A. Steele). In the paper titled "Children with Learning Disabilities—Perspective of a Reading Specialist" (R. Mueller), an historical picture of the attempts to identify reading failure causality is traced and successful remediation techniques are suggested. In a final paper, P. Del Calzo provides a speech

pathologists' perspective to the problem of learning disabilities and language handicaps. (SBH)

ED 144 324 EC 102 372

Weckler, Elaine, Comp.

IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976.

Berrin Springs Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—98p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, *Demonstration Projects, Diagnostic Teaching, Elementary Education, *Handicapped Children, Information Dissemination, *Inservice Teacher Education, *Program Evaluation, *Regular Class Placement, Teacher Workshops

Identifiers—*Project IMPACT

Presented is the annual evaluation report on the Instructional Model Program for All Children and Teachers (IMPACT), a project for training both regular classroom teachers and special education teachers of students in grades K through 8 to alter the educational environment, thus enabling many handicapped children to be served as they are mainstreamed into the classroom. Described in the first section are the project's educational philosophy, context, and activities. Section II contains answers to project evaluation questions and statistical data on attainment of product objectives (including the further dissemination of Project IMPACT). It is noted in a third section that the IMPACT diagnostic/prescriptive system can be implemented in a variety of educational settings; that IMPACT workshop materials are structured to provide ease in implementing the workshops yet are flexible enough to be used with the existing curriculum; and that the Commitment Criteria established by the IMPACT staff was met. The remainder of the document consists of appendices which include IMPACT materials used to document student change, teacher change, and program adoptions. (SBH)

ED 144 325 EC 102 373

Little Babies: Born Too Soon—Born Too Small.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Office of Research Reporting.

Report No.—DHEW-NIH-77-1079

Pub Date 77

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Body Weight, Individual Characteristics, *Infancy, Mothers, *Premature Infants, Prenatal Influences, Prevention, Research Reviews (Publications), *Special Health Problems

Identifiers—*Parent Resources

The booklet describes the condition known as low birth weight and suggests ways in which a mother can take precautions against its occurring in her own child. Problems and maternal factors associated with low birth weight babies are discussed, and research on the causes of prematurity and growth retardation are reviewed. (SBH)

ED 144 326 EC 102 374

Jones-Booker, Roberta

Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.

California State Advisory Committee to the United States Commission on Civil Rights.

Pub Date May 77

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Role, *Civil Liberties, *Educable Mentally Handicapped, Elementary Secondary Education, *Ethnic Groups, Exceptional Child Research, Legislation, Mentally Handicapped, *Minority Groups, Program Design, *Program Evaluation, State Programs, State Surveys, Student Evaluation, *Student Placement, Test Bias

Identifiers—*California

Presented are findings of a study to monitor programs for the educable mentally retarded (EMR) in California, with emphasis on the numbers of racial and ethnic minority students placed in EMR classes. The document is divided into six sections: an introductory section explaining impetus for the study; Section II with background information on the California Advisory Committee involvement in the investigation, EMR demography, and the increase in educationally handicapped enrollment; Section III on state legislative and judicial decisions regarding EMR programs and inappropriately placed minority (particularly Black) children; Section IV on the California Department of Education's administrative responsibilities in terms of the assessment and evaluation of students for placement in EMR programs; Section V on the California Master Plan for Special Education designed to correct such needs as clearer delineation of responsibility at the state, county, and local levels for the provision of special education; and a final section listing recommendations which include reviews and audits providing regular and systematic statistics on the ethnic composition of educationally handicapped classes in California school districts. Appended are a statement of concern by the Bay Area Association of Black Psychologists and additional comments from the California Department of Education. (SBH)

ED 144 327 **EC 102 375**
Research on Disorders of the Mind. Progress & Prospects.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-77-362

Pub Date 77

Note—63p.; A meeting of the National Advisory Mental Health Council (100th, September, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Biological Influences, Conference Reports, *Drug Therapy, Emotionally Disturbed, *Genetics, *Psychopathology, Schizophrenia, Research Reviews (Publications), Schizophrenia, *Social Factors, Therapy

The 14 conference papers on mental illness focus on the biological, genetic, psychopharmacological, psychopathological, and epidemiological and social factors related to psychoses. Divided into five sections each preceded by a brief introduction, entries include the following titles and authors: "The Biological Substrates of Schizophrenia" (S. Kety); "The Psychobiology of Depression" (W. Bunney); "The Role of an Emergent Developmental Psychopathology in the Study of Vulnerability to Psychosis" (N. Garnezy); "Genetic Studies in Schizophrenia and Depression" (G. Winokur); "Analysis of the Impact of Phenothiazines and Related Drugs on the Treatment of Schizophrenia" (G. Klerman); "The Impact of Lithium on the Treatment of Manic-Depressive Disorders" (S. Gershon); "Pharmacological Research and the Psychoses—An Overview" (M. Lipton); "Psychopathological Factors in Psychoses" (M. Katz); "An Overview of the Psychopathology of Psychoses—Past, Present, and Future of the Biometric Approach" (J. Zubin); "Keys to Understanding and Treating Functional Psychoses" (J. Strauss); "Psychopathological Aspects of Psychoses—Nongenetic Factors in the Family Setting" (L. Wynne); "Social Factors Affecting Psychotic Behavior" (D. Mechanic); "Epidemiology and the Planning of Services for the Mentally Ill" (E. Gruenberg); and "Psychiatric Services and the Changing Institutional Scene" (M. Kramer). (SBH)

ED 144 328 **EC 102 451**
PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.

Colorado Springs Public Schools, Colo.
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
 Pub Date [74]

Note—75p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Demonstration Projects, *Diagnostic Teaching, Elementary Secondary Education, Inservice Teacher Education, Learning Disabilities, Parent Participation, Program Descriptions, *Program Evaluation, Program Guides, *Reading Difficulty, Records (Forms),

Regular Class Placement, Remedial Programs, *Self Concept, Special Classes, *Student Evaluation, *Student Placement
 Identifiers—*Project PARADE

Provided is the replication manual for the PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength) project, a program designed to identify and diagnose reading problems in elementary and secondary level students entering a new school, provide an intensive program of prescriptive training, and aid the child in development of self concept. Brief sections cover background information; procedures for initial screening, individual analysis of learning abilities, placement (in regular or special classes), and prescriptive training; evaluation findings regarding seven project objectives; cost information; and a list of materials used during each program step. Noted among the PARADE activities are parent consultations, use of volunteer teacher aides, and inservice programs for regular classroom teachers. Appendices, which make up the bulk of the document, include the following: a manual evaluation form, the PARADE Learner Self Concept Inventory, outline of units for Self Concept Group Sessions; PARADE forms for parent ratings, parent information and permission, student records, student referral, and parent program evaluation; an outline of sequential reading skills; and PARADE statistical evaluation data. Also provided is a PARADE guide for planning a diagnostic reading center. (SBH)

ED 144 329 **EC 102 452**

Reid, Barbara And Others

The Career Associate in Special Education (CASE) Program 1973-1976. Final Report.

Santa Fe Community Coll., Gainesville, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Div. of Personnel Preparation.

Pub Date 76

Grant—1591-207-627AE (EIN); G00706139

Note—227p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Guides, Exceptional Child Education, *Handicapped Children, Higher Education, Information Dissemination, *Paraprofessional Personnel, *Program Descriptions, *Teacher Education

Identifiers—*Career Associate in Special Education Program

Presented is the final report of the Career Associate in Special Education (CASE) Program, a training program structured to prepare individuals to be teacher aides or teacher assistants in exceptional child education settings. Noted among problems encountered during the program was the lack of knowledge by professional staff as well as lack of insight into the possibilities and values of a differentiated staffing pattern. Significant events which resulted from the CASE program are reported as including the local acceptance of the program participants and program graduates; the wide acceptance of proposed programs for local, state, and national meetings and conventions; inclusion of CASE representatives at all levels of state planning; and the development of the Competency Based Format specifically designed for paraprofessional level training programs. Listed are a variety of activities geared toward dissemination of information about the CASE program. The bulk of the document consists of appended materials which include the following: course outlines, a manual with instructional requirements for five courses specifically designed for the training of auxiliary staff to work in exceptional child education settings; a checklist of paraprofessional ethical behavior for use by a supervising teacher; and instructions for using a variety of instructional equipment and materials. (SBH)

ED 144 330 **EC 102 453**

Ensminger, E. Eugene, Ed. Smiley, Lydia R., Ed.

Educational Considerations for the Learning Disabled Adolescent: Selected Papers.

Georgia State Univ., Atlanta. Dept. of Special Education.

Pub Date Dec 75

Note—122p.; For related information, see EC 102 454

Available from—Georgia Association for Children with Learning Disabilities, P.O. Box 29492, Atlanta, Georgia (\$1.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Adolescents, *Child Development, Cognitive Development, Communication Skills, *Educational Needs, *Learning Disabilities, Literature Reviews, Parent Child Relationship, Peer Relationship, Post Secondary Education, Program Descriptions, Reading Difficulty, Reading Instruction, Secondary Education, Self Concept, Student Attitudes, Teacher Qualifications

Presented are 11 papers from a seminar entitled Secondary Programs for the Adolescent with Learning Disabilities. Entries include the following titles and authors: "Parent-Adolescent Interaction" (D. Ellis); "The Development of the Adolescent Self-Concept" (M. Smith); "The Self-Concept of the Learning Disabled Adolescent" (B. Lockett); "Brief Reaction to Handicap by Children and Adolescents" (M. Robertson); "Cognitive Development and Communication Patterns among Adolescents" (G. Goodwin); "Peer Group Effect on Adolescent Development" (M. White); "Communication and Counseling with Parents of the Learning Disabled Adolescent" (B. Thomason); "Reading Disabilities of Secondary Students" (A. Perry); "New Trends in Reading and Various Reading Techniques" (G. Gellman); "Qualifications of Teachers of Learning Disabled Adolescents" (G. Hickman); and "Post Secondary Programs—A Synopsis" (A. Scott). (SBH)

ED 144 331 **EC 102 454**

Ensminger, E. Eugene, Ed.

A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines.

Georgia State Univ., Atlanta. Dept. of Special Education.

Pub Date Jan 76

Note—40p.; For related information, see EC 102 453

Available from—Georgia Association for Children with Learning Disabilities, P.O. Box 29492, Atlanta, Georgia 30359 (\$0.90)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, *Curriculum Design, *Identification, Informal Assessment, *Inservice Teacher Education, *Learning Disabilities, Program Development, Program Guides, Screening Tests, Secondary Education, Teacher Developed Materials, *Teacher Qualifications, Teaching Guides, *Teamwork

Provided is a handbook on establishing educational programs for the learning disabled adolescent which resulted from a seminar involving secondary level educators. An introductory section provides background information and a summary of the other five sections. Section II on qualifications of secondary learning disability personnel is noted to reflect the personnel qualities (such as knowledge of remedial techniques) expressed by participants in the seminar, comments made by other teachers, and suggestions in the literature. Section III provides information on screening of students suspected of having specific learning disabilities, informal assessment procedures, and a listing of formal tests which commonly have been used in diagnosing learning disabilities in adolescents. Suggested in Section IV are alternative strategies for aiding the student in acquiring the expected content of the high school curriculum. Offered in Section V are guidelines for promoting positive interaction among the professionals that are typically involved in administering, coordinating, and implementing educational programs for the learning disabled high school student. A final section provides a suggested format for an inservice session for secondary teachers. (SBH)

ED 144 332 **EC 102 455**

Tully, Randolph R., Jr., Ed.

A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-71-1775

Note—127p.; Information concerning this publication may be obtained from: Project KARE, Colony Office Building, Route 73 & Butler Pike, Blue Bell, Pennsylvania 19422

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Aesthetic Education, Air Pollution Control, Animal Science, Curriculum Guides, Elementary Secondary Education, *Environ-

mental Education, *Handicapped Children, *Learning Activities, Natural Resources, Playgrounds, Soil Conservation, Teacher Developed Materials

Developed by teachers, the curriculum guide provides information on environmental studies activities for use with handicapped students. Activities are divided into three areas: awareness level activities (aesthetics, cemeteries, water, soil, air, noise, and miscellaneous activities); transition level activities (playgrounds, cemeteries, wildlife, and miscellaneous activities); and operational level activities (site development, erosion, and soil). Such activities as categorizing living and non-living things, playground planning, and siting a problem erosion are included. Outlined for each activity are an introduction, questions, equipment needed, and procedures. A final section consists of teacher statements on activity implementation. Appended are a paper on the U.S. Office of Education national diffusion network, and explanation of environmental studies activities, and technical reports on six of the activities included in the guide. (SBH)

ED 144 333 EC 102 456

Baylor, Terrill D.
Manual for Preparing Individualized Education Programs.

Pub Date May 77

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, *Handicapped Children, *Individualized Programs, *Program Planning, *Records (Forms)

Presented are guidelines for developing an individualized program and services plan, an individual implementation plan, and daily activity and strategy plans for handicapped students. Instructions are outlined for utilizing forms related to planning and implementation of individualized education programs. Appended are sample forms. (SBH)

ED 144 334 EC 102 457

Expanding Options for Handicapped Persons Receiving Vocational Education.

West Virginia Coll. of Graduate Studies, Institute. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Jun 76

Contract—OEC-0-74-7894; OEC-0-74-7903

Note—231p.; Proceedings from West Virginia's Training Institute (West Virginia Institute of Technology, Montgomery, West Virginia, June 14-18, 1976)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Career Education, Confidentiality, Curriculum, Due Process, Financial Support, *Handicapped Children, Identification, *Institutes (Training Programs), Instructional Materials, Job Placement, Manpower Development, Parent Participation, Program Development, Program Evaluation, *Program Guides, *Program Planning, Referral, Secondary Education, Student Evaluation, Student Placement, Teaching Methods, Vocational Adjustment, *Vocational Education

Resulting from a West Virginia training institute, the document provides guidelines (in outline form) for stimulating change in vocational education for handicapped students at the secondary level. Section I on the operational world provides a basis for developing sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional, state agencies, district and community, and secondary school personnel cover the areas of funding power, personnel development, program development, and Local Education Agency plan writing and accountability. A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules. Section III on the training world gives information on curricula content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment. In a final section on the work world, steps related to research

resources, pre/in-service training, network integration, and outcome guarantees are explained for job marketing, job development, job placement, and job followup. Appended are a training manual, directory of contributors, data from institute evaluation, and a sample institute certificate. (SHH)

ED 144 335 EC 102 458

Shawalter, Robert G.

Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Audiology and Speech Sciences.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-71-3734(603)

Note—89p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Closed Circuit Television, *Handicapped Children, *Inservice Education, Instructional Media, *Language Development, *Language Handicapped, Mass Media, Post Secondary Education, Program Descriptions, *Program Evaluation

Identifiers—Final Reports

The final report describes the organization and evaluation of a 2-year prototype project which utilized multipoint closed-circuit interactive television as a means of providing continuing career education to specialists working with language disordered children. Listed among the subjects covered by the television programming are language and the aphasic, retarded, and disadvantaged child; behavior modification; and stuttering therapy. Outlined is information on the telecast schedule, guest speakers, telecast format, project personnel, and individuals serving as resource persons. Noted are such project benefits as impressive attendance and cost effectiveness. Results from a participant questionnaire completed by 337 individuals are reported to support the project's success. Appended are project brochures; letters from participants, administrators, and speakers; and information related to the telecasts. (SBH)

ED 144 336 EC 102 459

Wolock, Isabel Horowitz, Berny

Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.

New Jersey State Div. of Youth and Family Services, Trenton. Bureau of Research, Planning, and Program Development.; Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Social Work.

Spons Agency—National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date 30 Jun 77

Grant—90-c-418

Note—173p.; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Child Abuse, Child Rearing, *Demography, Disadvantaged Youth, *Economic Factors, Elementary Secondary Education, Environmental Influences, Exceptional Child Research, *Family (Sociological Unit), *Family Problems, Individual Characteristics, Intervention, Interviews, Needs Assessment, *Neglected Children, Statistical Data, Welfare Recipients

To clarify the factors interacting with poverty which make families more likely to abuse and neglect their children, interviews were conducted with families indicating neglect only (n=246), neglect and abuse (n=106), and abuse only (n=28). Interviews conducted with the maltreated group were compared with a group of poverty level nonmaltreating families with at least one child 12 years old or older. Responses were recorded and analyzed for the following areas: sample description (including ethnic group, language spoken, and welfare status); housing (including food consumption, clothing, and material living index); ecological environment (including perception of neighborhood, contact with relatives, and frequency of moving); child rearing knowledge, attitudes, and practices; familial background of parent; current family composition (including number, ages, and spacing of children); parental problems and difficulties (including alcohol consumption, use of heroin, and emotional well-being); parent's current self-perceptions and expectations; and child characteristics.

Findings are noted to suggest the following intervention strategies: guaranteed employment; guaranteed minimal income at a substantially higher level than current levels; universal preventive health care; expanded food stamp programs; an expanded stock of adequate housing at reasonable rents; and community development programs that would provide resources to make communities safer, more supportive, and less crime-ridden. (Tables with statistical data are provided throughout the text.) (SBH)

ED 144 337 EC 102 464

Swanson, Lee

An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher.

Pub Date [76]

Note—28p.; Paper presented at the South Carolina Association for Children with Learning Disabilities State Conference (March 27, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conceptual Schemes, *Educational Diagnosis, Elementary Secondary Education, Identification, *Learning Disabilities, Models, *Observation, *Psychoeducational Processes, Research Reviews (Publications), *Teacher Role

The author reviews research which questions the worth of psychoeducational diagnosis of learning disabilities, and suggests a model that places the teacher as the primary decision maker in identification, diagnosis, and programming. Three concerns about psychoeducational diagnosis are raised: the conceptualization of learning disabilities as a univariate construct, the failure of a psychoeducational interpretation to develop intervention strategies, and the educational validity of theoretical constructs. The alternative model proposed features the teacher's systematic observation of student attention, encoding, input and processing skills, and mode of response. (CL)

ED 144 338 EC 102 465

Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 76

Contract—300-75-0345

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Conference Reports, *Employment, *Employment Opportunities, Post Secondary Education, Research Needs, Secondary Education, *Severely Handicapped, *Social Attitudes, *Vocational Education

Summarized are proceedings of a 1976 meeting of the National Advisory Panel of VOTAP, the Vocational Training and Placement of the Severely Handicapped. It is explained that the advisory panel was formed to consider policy matters and technical direction of the project. Summarized are conference proceedings (including discussions of VOTAP project objectives and objectives of the Bureau of Education for the Handicapped); group discussions (attitude barriers, improving the nature of employment, and obstacles to employment); and recommendations for research and development in the three areas covered by group discussion. (CL)

ED 144 339 EC 102 467

Ten Broeck, Elsa

Extended Family Center 1972-1975. Final Report. Mission Neighborhood Center, Inc., San Francisco, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Grant—OCD-CB-366

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Child Abuse, *Day Care Programs, Demonstration Projects, Early Childhood Education, Family Counseling, *Family Day Care, Infancy, Neglected Children, Parent Counseling, *Program Descriptions, Program Evaluation

Identifiers—Final Reports

Presented is the final report of a 3-year project to provide treatment in a community day care setting for abusive parents and their children.

Project activities are reported for each year, and specific issues are raised. The first year is explained to have included a planning phase and pilot program, with primary emphasis on developing a theoretical model in which the parents' needs for dependency and trust were stressed. Described are second year activities which focused on expanding the program for the children (including such services as an infant and preschool program and individual rehabilitation) as well as the parents (including occupational therapy and group counseling). Administrative issues are said to have been a major concern during the project's third year. Conclusions are provided for each of four program components: parent services, children services, center services and staff services. Noted in a discussion of project impact is the replication by other communities of a family center with day care and parent services. Among four appendixes is a job questionnaire used for staff selection. (CL)

FL

ED 144 340 FL 008 637

Paulston, Christina Bratt
Linguistic Aspects of Emigrant Children.
Pub Date [77]
Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Bilingual Education, *Bilingualism, Children, Educational Legislation, Elementary Secondary Education, English (Second Language), *Ethnic Groups, Federal Legislation, Finnish, *Immigrants, Language Ability, Language Instruction, *Language Maintenance, Language Research, Language Usage, Linguistic Competence, Linguistic Performance, Minority Groups, *Second Language Learning, Sociolinguistics

Identifiers—Language Shift, Sweden, United States

The language problem of emigrant children has two major aspects: (1) concern for mother tongue maintenance; and (2) concern that the children are not learning the second language, which is the official language of the host country. The first is primarily the concern of the family, whereas the second is the concern of the entire community. Massive school failure on the part of emigrant children has brought about federal legislation mandating bilingual education programs. Research done with Finnish students in Swedish schools and French-speaking students in English-language schools in Canada show that the students who do better in their mother tongue also do better in the second language and in other academic courses. The evidence for the importance of mother tongue development seems overwhelmingly clear, and in the United States, as in Europe, the educational consequence is, or should be, bilingual education. The goal of bilingual education programs, stable bilingualism, makes them vital parts of any educational program. The assessment of the efficacy of bilingual education, however, varies widely, and there is a widespread difference of opinions on its aims and objectives. One of the best indicators with which to evaluate these programs is the drop-out rate, not a psychometric assessment of the students' language skills. (CFM)

ED 144 341 FL 008 738

Lopez-Valadez, E. Jeanne, Ed.
Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts.
Bilingual Education Service Center, Arlington Heights, Ill.
Spons Agency—Illinois State Office of Education, Springfield. Bilingual Education Section, Office of Education (DHEW), Washington, D.C.
Pub Date Dec 76
Note—91p.

Available from—Bilingual Education Service Center, 500 S. Dwyer, Arlington Heights, Illinois 60005 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Annotated Bibliographies, Audiovisual Aids, Biculturalism, *Bilingual Education, Elementary Secondary Education, *Instructional Materials, Language Arts, Language Instruction, Reading Instruction, Reading Materials, Second Language Learning, *Spanish, *Textbook Evaluation, *Textbooks

This volume is the first of a series of annotated bibliographies describing the library holdings of the Bilingual Education Service Center in Arlington Heights, Illinois. In addition to providing a representative sampling of available materials, this bibliography could be useful in the preliminary selection of instructional and resource tools. This volume includes materials designed to teach Spanish language arts to both native speakers and students of Spanish as a second language. The majority of the materials are for students in grades K-12, and include both basal and supplementary texts and audio-visual resources. The material was assessed for interest level, reading level, and language difficulty level. The narrative summary includes a description of the purpose of the material, a summary of the contents, comments regarding methodology or teaching approach, physical description, and a statement regarding accuracy and fairness/bias. To supplement the bibliographic information given for each item, a list with the names and addresses of publishers and distributors is also included. (Author/CFM)

ED 144 342 FL 008 745

Enkvist, Nils Erik
Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977)
Abo Akademi (Finland).
Pub Date Feb 77
Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Composition Skills (Literary), *Discourse Analysis, *Error Analysis (Language), Grammar, *Language Instruction, Language Research, Language Skills, *Language Usage, Linguistic Theory, *Pragmatics, Second Language Learning, Writing
Identifiers—*Sentence Acceptability

The acceptability of a sentence is dependent on context: some sentences look awkward in isolation but improve in an appropriate context, whereas other sentences look all right in isolation but fail to fit certain types of context. Of particular interest is the degree and specificity of textual fit of different thematic (theme-rheme, topic-comment) variants of a sentence. A hypothesis worth further testing is that thematic variants can be ranked on a scale of markedness when in isolation (for instance, sentences with topicalizations being more marked than untropicalized sentences), and that the more strongly marked a sentence structure is, the stronger must be the textual forces motivating its use in context. Considerations of this kind are relevant to error evaluation. In advanced teaching of composition and of foreign languages, judgment should not be passed on sentences mechanically and in isolation. The ways in which they fit their context and contribute to the information dynamics of their text should be considered. (Author/CLK)

ED 144 343 FL 008 764

A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications.
National Puerto Rican Development and Training Inst., Inc., New York, N.Y.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 73
Grant—20058

Note—158p; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Bilingual Schools, Educational Policy, *Educational Research, Language Development, Language Instruction, Language of Instruction, *Language Programs, *Models, *Program Development, *Research Design, Second Language Learning

A conceptual framework for research in bilingual education programs and a set of criteria for implementing such research are proposed. The approach to experimental research in bilingual education is based on two assumptions: (1) as soon as a model is implemented in two different sites, there will be variation in the model; and (2) any effective bilingual education model includes components that entail unplanned or natural variation, e.g., meaningful involvement of people other than the model planners, such as parents

and teachers, in the development of the program. The model presented relies on implementation in two or more sites for variation. The conceptual basis presented is a set of assumptions, theories and research findings in the area of general education, learning, language and culture. The model for bilingual education research proposed here was developed by a research team using three basic sources of information: (1) interviews with thirty-three experts in the areas of language development, anthropology, psycholinguistics, psychology, educational administration, political science, sociology, and other disciplines; (2) more than 250 pieces of relevant literature; and (3) detailed content analyses of a random stratified sample of 23 Title VII bilingual education program proposals. (CLK)

ED 144 344 FL 008 787

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 77
Note—134p.; In German
Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Kraussstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 257 items in this issue appeared in 1977 and 1976, but some are dated earlier. Although the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number (TL/AM)

ED 144 345 FL 008 789

Cohen, Andrew D.
A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest.

Pub Date 75
Note—352p.
Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts, 01969 (\$10.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingualism, Educational Policy, *Elementary Education, English, Language Attitudes, Language Instruction, Language of Instruction, Language Proficiency, *Language Programs, Language Role, Language Usage, Language Variation, Mexican Americans, *Program Descriptions, Sociocultural Patterns, *Sociolinguistics, *Spanish, Student Attitudes

Identifiers—*California (Redwood City)

This book incorporates a general discussion of bilingualism and its relation to sociolinguistic facts with a description of the Redwood City, California, bilingual education project, begun in 1969. Chapter 1 describes the phenomenon of bilingualism, while Chapter 2 deals with the concept of bilingual education. The relationship between bilingualism and intelligence is discussed in Chapter 3, and Chapter 4 provides a broad-ranging discussion of the Mexican American people. Chapters 5 through 12 deal with the Redwood City study, and cover the research design and methodological procedures and a

description of the Redwood City community (Chapter 5), school instructional programs during the time of the study (Chapter 6), the measurement of Spanish and English language proficiency of children in the bilingual program and the control group (Chapter 7), a linguistic account of deviant forms in the childrens' language (Chapter 8), a sociolinguistic account of language use patterns (Chapter 9), the effects of bilingual schooling on the acquisition of mathematical skills and on the development of certain intellectual abilities (Chapter 10), and children's attitudes towards Mexican and American culture and toward school and parental attitudes toward Spanish and English (Chapter 11). Chapter 12 states the conclusion of the study and offers a series of recommendations. (Author/CLK)

ED 144 346 FL 008 802
Servin, Belen

The English-as-a-Second-Language Child's Learning of Grammar and Syntax.

Pub Date 7 Sep 76
Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—*Child Language, Cognitive Processes, *English (Second Language), Error Analysis (Language), Grammar, Language Development, Language Instruction, Language Patterns, Language Skills, *Learning Processes, Learning Theories, Linguistic Theory, *Psycholinguistics, *Second Language Learning, Syntax, Teaching Methods

The amount of time that should be spent on explicit teaching of language patterns and structure is an issue among second language teachers. Those who believe that language learning is a developmental process feel that there is no sense in teaching grammar and syntax explicitly since the learner can be expected to acquire these skills as he organizes the new linguistic system. On the other hand, those who believe that language learning is habit formation feel that first language habits carry over into the second language, and, therefore, the patterns of the new language must be drilled until they become habit. An analysis of syntactic errors made by children learning a second language provides knowledge about the processes involved in second language acquisition. Methodology used in the ESL (English as a second language) classroom should be based on an understanding of these learning processes. This paper discusses both theories of second language learning. The hypothesis that forms the framework for this study is that the child organizes the grammatical patterns of the second language by using language-learning strategies similar to those used by a first language learner. (Author/CLK)

ED 144 347 FL 008 809
People of Hong Kong: Building Bridges of Understanding.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 77

Note—28p.; Some parts may be marginally legible due to print quality of the original document

Available from—Brigham Young University, Language and Intercultural Research Center, 240B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, *Chinese Culture, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, *Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Non Western Civilization, Religious Differences, Sociocultural Patterns, Travel

Identifiers—*Hong Kong

The purpose of this communication learning aid is to help Americans become more effective in understanding and communicating with people of another culture. This publication discusses some differences encountered in Hong Kong in such things as food, laws, customs, religion, language, dress and basic attitudes. The first section describes the geography, history, politics and economy of the islands, the people, languages and religions. Themes of religious diversity and cooperation, family relations, courtesy and self-esteem are investigated. Social customs, travel and recreation and holidays are touched on. A bibliography is included. (CHK)

ED 144 348 FL 008 810
People of Philippines: Building Bridges of Understanding.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 77

Note—32p.; Some parts may be marginally legible due to print quality of the original document

Available from—Brigham Young University, Language and Intercultural Research Center, 240B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Non Western Civilization, Religious Differences, Sociocultural Patterns, Tagalog, Travel

Identifiers—*Philippines, Pilipino

The purpose of this communication learning aid is to help Americans become more effective in understanding and communicating with people of another culture. This publication discusses some differences encountered in the Philippines in such things as food, laws, customs, religion, language, dress and basic attitudes. It is designed to prepare the traveller for actual experiences in interacting and communicating with the people of the Philippines. The first section describes the geography, history, politics and economy of the islands, the people, languages and religions. Cultural diversity, nationalism, family relations, friendship and self-esteem, reciprocity in social relations, and the Philippine concept of shame are investigated. Social customs, vocabulary and phrases in Pilipino and Tagalog, travel and recreation are touched on. A bibliography is included. (CHK)

ED 144 349 FL 008 811
People of Samoa: Building Bridges of Understanding.

Brigham Young Univ., Provo, Utah. Language Research Center.

Pub Date 77

Note—28p.

Available from—Brigham Young University, Language and Intercultural Research Center, 240B-34, Provo, Utah 84602 (\$2.00 plus \$0.25 postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), Communication Problems, Cross Cultural Studies, *Cross Cultural Training, Cultural Awareness, *Cultural Differences, Cultural Education, *Cultural Traits, Culture Conflict, Culture Contact, Instructional Materials, Non Western Civilization, Religious Differences, *Samoan, Sociocultural Patterns, Travel

Identifiers—*Samoa

The purpose of this communication learning aid is to help Americans become more effective in understanding and communicating with people of another culture. This publication discusses some differences encountered in Samoa in such things as food, laws, customs, religion, language, dress and basic attitudes. It is designed to prepare the traveller for actual experiences in interacting and communicating with the people of Samoa. The first section describes the geography, history and government, economy, religion, people, and village and family customs. The Samoan traits of adherence to customs, sharing, and communication are investigated. Social customs, travel phrases, travel and holidays are touched on. A bibliography is included. (CHK)

ED 144 350 FL 008 814
Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301.

Bureau of Naval Personnel, Washington, D.C.

Pub Date 63

Note—75p.; Some parts may be marginally legible due to small print size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Autoinstructional Aids, *Language Guides, *Portuguese, *Pronunciation, Pronunciation Instruction, *Second Language Learning, Vocabulary, *Word Lists

Identifiers—*Brazil

Portuguese as spoken in Brazil differs slightly in pronunciation and vocabulary from that used in Portugal. Words chosen for this language guide will be understood in either country. The guide is not intended to give a complete command of the language, but to enable a traveller to ask directions, make purchases or order a meal. Records that accompany this guide give a number of important words and phrases. The student is instructed to read the pronunciation guide and listen to the records, memorizing the words and phrases. The guide contains the following sections: (1) pronunciation hints; (2) useful words and phrases, divided into categories such as greetings, location, directions, numbers, questions, money, etc., with phonetic spelling and English translation; (3) important signs; and (4) alphabetical word list in English followed by the Portuguese translation with its phonetic pronunciation. (CHK)

ED 144 351 FL 008 815
Indakwa, John And Others

Swahili. An Active Introduction. General Conversation.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 66

Note—165p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-00283-3, \$1.80)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*African Languages, Bantu Languages, *Conversational Language Courses, Glossaries, Grammar, *Instructional Materials, *Language Instruction, Pattern Drills (Language), Pronunciation, Second Language Learning, *Swahili, *Textbooks

Identifiers—Peace Corps

This textbook is aimed towards the beginning student of Swahili and is designed to cover almost all the main features of Swahili structure. The course is divided into 87 "cycles," each of which begins with an "M" phase (mimicry, meaning, manipulation, memorization), and ends with a "C" phase (conversation and communication). Each cycle should take about an hour to complete. The cycles are supplemented by five series of texts, each dealing with a particular theme and containing grammatical explanations and exercises. A Swahili-English glossary completes the volume. (AM)

ED 144 352 FL 008 817
Nicol, Joseph

Lexique Mandingue-Francais (Mandinka-French Lexicon).

Peace Corps, Washington, D.C.

Pub Date [68]

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*African Languages, *French, *Glossaries, Instructional Materials, *Language Instruction, Language Patterns, Language Usage, *Mandingo, *Second Language Learning, *Vocabulary

This is a Mandinka-French glossary designed for students of Mandinka. In addition to the French translation, sample sentences and their translations are provided, and notes on grammar and usage are given for some entries. (CLK)

ED 144 353 FL 008 818
Smith, Sheila

Lessons in Colloquial Hindustani for Fiji.

Hawaii Univ., Honolulu. Social Sciences and Linguistics Inst.; Peace Corps, Washington, D.C.

Pub Date Dec 68

Note—181p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Conversational Language Courses, Form Classes (Languages), Grammar, *Hindi, *Instructional Materials, *Language Instruction, Pattern Drills (Language), *Second Language Learning, Standard Spoken Usage, *Textbooks, *Urdu

Identifiers—Dialogs (Language Learning), *Hindustani

This text consists of 89 lessons in Hindustani. Each lesson is divided into four parts. The first section lists the grammatical objectives of the lesson. A brief dialogue follows which deals with an everyday situation. The notes clarify certain grammatical points of the dialogue. The lesson ends with repetition, transformation, and substitution drills. (CFM)

ED 144 354

FL 008 819

Fishman, Joshua A.

Bilingual Education: An International Sociological Perspective.

Pub Date 76

Note—208p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, *Bilingualism, *Bilingual Schools, *Bilingual Students, Cultural Differences, Cultural Enrichment, *Cultural Pluralism, Elementary Secondary Education, Ethnic Groups, Language Enrichment, Language Instruction, Language Planning, Language Programs, Second Language Learning, *Sociolinguistics

This book emphasizes the value of bilingual education as an enrichment for all groups, not merely for heterogeneous populations or poor or dislocated populations. The book is aimed at teachers, administrators and concerned laymen. Part I of this book surveys the sociology of bilingual education. Language and culture in the global community and in the U.S. are discussed, and the values of linguistic and cultural diversity are asserted. Bilingual education is divided into four broad categories, and each type, with its programs and goals, is explained. The usefulness of a sociolinguistic perspective on second language teaching is demonstrated. Part II concerns international findings relating to bilingual education. The future is envisioned with more linguistic diversity and a greater number of languages being taught than now. Bilingual secondary education in 110 countries is reviewed. Social and economic characteristics of many nations are charted, and international perspectives on bilingual education are reviewed. The appendices in Part III furnish sketches of bilingual schools, an annotated bibliography of bilingual education, a history of bilingualism and a consolidated bibliography. (CHK)

ED 144 355

FL 008 820

Dobson, Julia M.

Effective Techniques for English Conversation Groups.

Pub Date 74

Note—137p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Audiolingual Skills, Audiovisual Aids, *Communicative Competence (Languages), *Conversational Language Courses, Effective Teaching, *English (Second Language), Instructional Aids, *Language Instruction, Language Learning Levels, Language Proficiency, Learning Activities, Post Secondary Education, Small Group Instruction, *Speech Communication, Teaching Guides, *Teaching Methods, Vocabulary

Identifiers—Conversation

This book gathers ideas and practices in teaching English as a second language to serve as a reference for the leader of a conversation group. A variety of tested techniques is included for stimulating conversation among students with a basic command of English. The book begins with a discussion of what is involved in directed conversation sessions: conversation practice at various proficiency levels, challenges of conversation practice, motivational factors, and other topics. Chapter 2, "The Art of Conversation," contains observations on conversation among native English speakers, a discussion of language styles, and comments on the importance of listening. Subsequent chapters deal with specific techniques or devices for stimulating conversation, such as questions and answers, dialogues, plays, speeches, audio and visual aids, television and movies, field trips and games. The book is organized as a clear and practical manual of techniques for the English teacher or group leader. A bibliography and an appendix containing techniques for specific proficiency levels and a vocabulary list of common English phrases are included. (CHK)

ED 144 356

FL 008 826

Abi, Samir Abu Sinaud, Andre

Spoken Chad Arabic.

Peace Corps, Washington, D.C.

Pub Date Jun 66

Contract—PC-82-1917

Note—252p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Arabic, *Chad Languages, Consonants, Grammar, *Instructional Materials, Intensive Language Courses, *Language Instruction, Listening Comprehension, Number Systems, Pattern Drills (Language), Phonology, *Second Language Learning, Speech Communication, Tape Recordings, *Textbooks, Verbs, Vocabulary, Vowels

Identifiers—Dialogs (Language Learning)

This intensive course is designed to teach students to understand and speak Chad Arabic. The course is intended to be covered in approximately 360 hours in the classroom and the language laboratory. About 90 hours should be occupied with the pre-speech phase, which emphasizes passive recognition rather than active production. This phase consists of 60 lessons and seven tests. The remaining time is occupied by the active phase, which puts more emphasis on speaking the language. It consists of 40 lessons which are supplemented by taped materials to be used in the laboratory. The typical lesson in phase II includes a dialogue, vocabulary, grammar, and exercises. The subjects of the dialogues are (1) Greetings; (2) Directions; (3) New Arrival; (4) The Family; (5) Getting Around; (6) Telling Time; (7) Holidays; (8) The Carpenter; (9) The Doctor; (10) The Market; (11) Departure; (12) The Weather; and (13) The Movies. A phonemic alphabet has been adopted to transcribe Arabic utterances. (CFM)

ED 144 357

FL 008 827

Mirikitani, Leatrice T.

Speaking Kapampangan. PALI Language Texts: Philippines.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date 71

Contract—PC-25-1507

Note—971p.

Available from—University Press of Hawaii, 2840 Kolowalu St., Honolulu, Hawaii 96822

Document Not Available from EDRS.

Descriptors—*Communicative Competence (Languages), *Conversational Language Courses, Cultural Awareness, Cultural Education, Grammar, *Indonesian Languages, *Instructional Materials, *Language Instruction, Pattern Drills (Language), *Second Language Learning, Speech Communication, Speech Skills, *Textbooks, Vocabulary

Identifiers—Dialogs (Language Learning), *Kapampangan, Philippines

This text is an elementary-intermediate level text designed to teach conversational Kapampangan, the language spoken in the Pampanga-Tarlac area of the central plain of Luzon in the Philippines. The purpose of the text is to acquaint the learner with the vocabulary and basic structures necessary for participation in everyday conversations. The text consists of 50 lessons with some additional supplementary materials, a Kapampangan-English glossary and cross-reference vocabulary list. Each lesson is developed around a situational topic and includes conversation which is natural to that topic. The topics evolve around a main character, John Smith, an American newcomer, and the lessons include those activities required for his becoming a participating member of the local society. Each lesson is divided into the following areas: structural content, conversational context, drills, situational dialogues, structural and cultural notes, and a vocabulary list. The supplementary materials include useful classroom expressions and additional dialogues. (CFM)

ED 144 358

FL 008 828

Ramos, Teresita V. de Guzman, Videa

Tagalog for Beginners. PALI Language Texts: Philippines.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date 71

Contract—PC-25-1507

Note—863p.

Available from—University Press of Hawaii, 2840 Kolowalu St., Honolulu, Hawaii 96822

Document Not Available from EDRS.

Descriptors—Grammar, Indonesian Languages, *Instructional Materials, *Language Instruction, Music, Pattern Drills (Language), Pronunciation Instruction, *Second Language Learning, Syntax, *Tagalog, *Textbooks, Verbs, Vocabulary, Word Lists

Identifiers—Dialogs (Language Learning), Philipines, Songs

This language textbook is designed for beginning students of Tagalog, the principal language spoken on the island of Luzon in the Philippines. The introduction discusses the history of Tagalog and certain features of the language. An explanation of the text is given, along with notes for the teacher. The text itself is divided into nine sections: (1) Basic Sentence Patterns and the Ang-Construction; (2) The Ng-Construction; (3) Existential Constructions; (4) Aspects of Verbs in Actor-Focus; (5) Aspects of Verbs in Goal-Focus; (6) The Sa-Construction and Other Focuses; (7) Recently Completed Aspect and Some Modals; (8) Expansion of Structures; and (9) Apativte and Causative Verbs. The seven appendices include: (1) Classified Supplementary Vocabulary Lists; (2) Expressions for Various Occasions; (3) Pronunciation Drills; (4) Charts Showing Verbal Aspect Formations; (5) Worksheets for Informant Sessions; (6) Sample Oral and Written Tests; and (7) Native Songs. A glossary is also included. (CFM)

ED 144 359

FL 008 832

Le Page, R. B.

De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.

York Univ. (England). Dept. of Language.

Pub Date Mar 77

Note—26p.

Available from—York Papers in Linguistics, Department of Language, University of York, York YO1 5DD, England (price varies)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingualism, *Child Language, *Creoles, *English, *French, Language Research, *Language Variation, Linguistic Theory, *Multilingualism, Social Factors, Sociolinguistics, Standard Spoken Usage, Structural Analysis

Identifiers—*Saint Lucia

This study continues a series of reports on the work of the team which has carried out a sociolinguistic survey of multilingual communities. This study deals with an early sample of the results of the St. Lucian survey, and in particular with the extent to which they provide support for the theoretical model of linguistic choice and change, and rebut the linear, implicational-scale model of Bickerton (1975). The center of interest in this study has been the child in a multilingual community. The paper brings together data of three kinds: (1) from the social, demographic and economic history of St. Lucia; (2) from the linguistic behavior of 100 St. Lucian children; and (3) from social and economic observations on the family circumstances of those children. It was hypothesized that a child's linguistic behavior is symptomatic of his desire to identify with a particular group, in this case, speakers of Standard English, speakers of Bajanese English, or speakers of patois. At this time there seems to be no move towards a common creole in St. Lucia, but undoubtedly a local variety of English will emerge, and re-creolization will be seen to have played its part. (AM)

ED 144 360

FL 008 833

Chapman, Tim

Bilingualism in Alsace: An Associationist Approach to "Competence." York Papers in Linguistics, No. 7.

York Univ. (England). Dept. of Language.

Pub Date Mar 77

Note—16p.

Available from—York Papers in Linguistics, Department of Language, University of York, York YO1 5DD, England (price varies)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Association (Psychological), *Association Tests, *Bilingualism, *French, *German, Language Research, *Language Tests, *Linguistic Competence, Linguistic Theory, *Recall (Psychological), Sociolinguistics, Testing, Translation

Identifiers—Alsace, France (Strasbourg)

This report is the outcome of an attempt to relate what may be called the "Le Pagean view of competence" to a linguistic community very different from that which gave rise to the concept. While upholding the general principles, the paper contends that the methodology elaborated for work in fluid creole communities may not be

universally appropriate. A variety of association testing is proposed as an alternative technique. The community studied in an experiment testing this technique was that of Strasbourg. The approach of Saer to bilingualism was adopted, i.e., abandoning the sequential aspect of language for an associationist view. The experiment consisted of two parts: a word-association test in which a mixture of French and German words were read to the subjects, who were free to respond in either language; and a simple test of recall, again using a mixture of French and German. Results of this experiment seem to corroborate the validity of the technique, but much further work is needed before this kind of experiment can be usefully employed. (AM)

ED 144 361 FL 008 834
Ellis, E. N.

Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research. Pub Date 18 May 77

Note—21p.; For related document, see ED 132 847

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Diagnosis, *Educational Needs, Elementary Secondary Education, *English (Second Language), Enrollment, *Language Ability, Language Instruction, Migrant Child Education, Migrant Children, Minority Group Children, *Needs Assessment, Questionnaires, *School Surveys, Second Language Learning
Identifiers—British Columbia (Vancouver), Canada

This survey is a replication of a November 1974 survey undertaken to determine the number of children in Vancouver schools for whom English is a second language, the extent of their English language handicaps, and their placement needs. The same questionnaire used in the earlier survey was directed to Vancouver school principals. This questionnaire called for the identification of all students for whom English is a second language and for their first languages. Teachers rated these student on their English language skills and estimated the help each student needed. All 76 elementary and 18 secondary schools responded. English is a second language for nearly 40% of the elementary enrollment and approximately 28% of the secondary enrollment. Other findings include: (1) 63% of these ESL students have needs that can be met in the regular classroom; (2) 27.1% need additional support in language instruction; (3) 6.5% require placement in a special ESL class; and (4) 2.2% require special help in addition to placement in an ESL class. The students' first languages include Chinese, Italian, East Indian languages, German, Portuguese, and Greek. The data also indicate that fewer students need special help, and that more can be served in the regular classroom than at the time of the earlier survey. A sample questionnaire is appended. (Author/AM)

ED 144 362 FL 008 845
Sole, Yolanda R.

Hispanic Organizational Interest in Language Maintenance.

Pub Date 15 Apr 77

Note—19p.; Paper presented at the Southwest Areal Language and Linguistics Workshop (6th, Long Beach, California, April 15, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, Demography, *Ethnic Distribution, Ethnic Groups, Ethnicity, *Language Attitudes, *Language Maintenance, Language Research, Language Usage, Mexican Americans, Minority Groups, National Demography, *Organizations (Groups), Puerto Ricans, Sociolinguistics, *Spanish, *Spanish Americans, Spanish Speaking, Surveys

The purpose of this study, which is based on a survey of 116 Hispanic organizations in the United States, is threefold: (1) to explore the organizational background characteristics that might distinguish linguistically retentive from non-retentive organizations; (2) to determine whether there is any differential/non-differential interest in language maintenance among diverse Hispanic groups; and (3) to ascertain whether language attitudes towards Spanish are differentially/non-differentially defined at Mexican American, Puerto Ricans and Hispanic organiza-

tions at large. The data on all pertinent variables were gathered through mail questionnaires during the summer of 1976. Organizational background characteristics reflect distinctive settlement patterns and density of Hispanic sub-groups in this country. While the nativity status and age groups of the general membership of these organizations does not differ significantly by ethnic sub-group, the core membership does. Three fourth of the organizations surveyed claim as their main concern the improvement of socioeconomic conditions and/or furthering of educational attainment among fellow ethnics, and one fourth also claim active concern for the preservation of their ethnic heritage. While nearly all associations espouse language maintenance, they differ in the justifications they advance in its favor. The behavioral manifestations of commitment to language maintenance are less pervasive than positive attitudes towards Spanish. (Author/CLK)

ED 144 363 FL 008 846

Pack, Alice C., Ed.

TESL Reporter, Vol. 10, No. 4.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date 77

Note—17p.; Best copy available

Available from—Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, Hawaii 96762

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Classroom Games, *Composition (Literary), Composition Skills (Literary), Discourse Analysis, Educational Games, Elementary Secondary Education, *English (Second Language), Higher Education, *Language Instruction, Language Tests, Learning Activities, *Peer Teaching, *Reading Instruction, Reading Materials, Second Language Learning, Sentences, Student Teaching, Teacher Education, Vocabulary, Writing Skills
Identifiers—American Samoa, *Prefixes, Prepositions, Sector Analysis

This issue contains the following articles: "Providing Practice Teaching through Peer Teaching: A Realistic Approach," by Ted Plaster; "Repetition within a Fun Context," by Emilio G. Cortez; "Sector Analysis and Working Sentences," by Lynn Henriksen; "The TESL Teacher and English Prefixes," by Mohammed Ali Al-Kuhl; and "Discourse in Reading," by Ron Shook. It also includes a review of the book "Dyad Learning Program: Prepositions" by Alice C. Pack. (CFM)

ED 144 364 FL 008 847

Ruhlen, Merritt

A Guide to the Languages of the World.

Pub Date 75

Note—356p.

Available from—Merritt Ruhlen, Dept. of Linguistics, Stanford University, Stanford, California 94305 (\$15.00, student price \$9.00, orders of five or more \$9.00 each)

Document Not Available from EDRS.

Descriptors—Dialects, *Language, *Language Classification, *Languages, *Language Typology, Language Universals, *Language Usage, *Language Variation, Linguistic Theory, Mutual Intelligibility, Official Languages, Phonetics, Phonology, Speech, Standard Spoken Usage

The present work is divided into two parts. Part I provides a general orientation to the material for both linguists and non-linguists. Part II contains information about 700 of the world's languages. Chapter 1 presents a few of the essentials about language and languages for non-linguists. Chapter 2 provides a brief explanation of how the data are arranged and what they represent. Chapter 3 contains a detailed description of how speech sounds are produced, and Chapter 4 summarizes the symbols used to represent these sounds. Chapter 5 outlines the genetic classification of the world's languages, and gives a thumbnail sketch of each language family. The bulk of Part II consists of information on 700 languages, arranged alphabetically by language name. Part II concludes with: (1) a summary of the genetic classification of all the languages included in Part II, (2) maps showing the location of language families and (selected) languages, (3) tables summarizing the linguistic data, and (4) a bibliography. (Author/CFM)

ED 144 365 FL 008 849

Botoman, Rodica C. Corbin, Donald E.

A Flexible, Multi-Skill Approach to Communication in Elementary Romanian.

Pub Date Apr 77

Note—23p.; Paper presented at Symposium/Conference on Southeastern Europe (Ohio State University, Columbus, Ohio, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communicative Competence (Languages), Higher Education, Instructional Materials, *Language Instruction, Learning Activities, *Romanian, *Second Language Learning, Speech Communication, *Teacher Developed Materials, *Teaching Methods

A theoretical and practical approach to communicative materials and methodologies in teaching Romanian as a foreign language is outlined. Six separate mechanisms are discussed with appropriate and varied examples for each taken from the target language. These include matching, agree-disagree, multiple choice, completion, ranking and simulation. These mechanisms are shown to differ greatly from the manipulative and artificial exercises of most present-day Romanian textbooks and have been tested and proven in actual college-level classroom situations. (Author/CFM)

ED 144 366 FL 008 850

Garnes, Sara

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.

Ohio State Univ., Columbus. Dept. of Linguistics. Pub Date 77

Note—11p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Auditory Discrimination, *Auditory Perception, Aural Stimuli, *Bilingualism, Consonants, Distinctive Features, Indo European Languages, Interference (Language Learning), *Language Research, Linguistic Theory, Native Speakers, *Phonemics, *Phonetics, Phonology, *Psycholinguistics, Vowels
Identifiers—*Icelandic

This paper presents the results of an experiment designed to investigate some of the effects of bilingualism on perception. The subjects were Icelandic monolinguals and Icelandic-English bilinguals. The phonetic parameter under investigation was duration. The experiment was designed to test which of the following three hypotheses accurately predict the perceptual responses of bilinguals: (1) the null hypothesis (predicting no interference between the two languages); (2) the awareness hypothesis (predicting more accurate perception in bilinguals); and (3) the confusion hypothesis (predicting less accurate perception in bilinguals). A listening test was administered which consisted of stimuli based on the minimal pair "is" [is] and "iss" [is:]. Findings include the following: (1) vowel length is a more salient cue than consonant length in the perception of the quantity opposition; (2) significant support is found for the third hypothesis which predicts confusion in the perception of the bilinguals; and (3) there is a significant difference in the perception of the quantity system of Icelandic between monolingual and bilingual native speakers of the language. (AM)

ED 144 367 FL 008 851

Grosse, Philip

Driving in Spanish for American Tourists.

Pub Date 71

Note—17p.

Available from—Philip Grosse, 5055 N. 83 Street, Scottsdale, Arizona 85253 (two for \$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Glossaries, Instructional Materials, *Language Instruction, *Motor Vehicles, Second Language Learning, *Spanish, *Traffic Signs, *Vocabulary

This booklet is intended to help the American tourist driving in a Spanish-speaking country to communicate with service station attendants and to understand traffic signs. The booklet consists of an alphabetical, English-Spanish glossary of terms relating to automobiles and driving and an alphabetical, Spanish-English glossary of common road signs. (AM)

ED 144 368

FL 008 852

Ekstrand, L. H.

Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date 77

Note—107p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), *Bilingualism, Child Development, Child Language, Cognitive Processes, Concept Formation, *Cross Cultural Studies, Cultural Differences, Culture Conflict, Educational Research, Emotional Adjustment, Ethnic Groups, Language Development, Literature Reviews, Migrant Child Education, *Migrant Children, Minority Groups, Perception, Personality Development, Second Language Learning, Sociocultural Patterns

Research pertinent to the adaptation of immigrant children is reviewed in a cross-cultural perspective. The report focuses on research that has yielded empirical data, although a number of other papers of basic importance have been included in the review. The first chapter discusses definitions and implications of various types of cross-cultural research. The following headings indicate the contents of the five chapters, constituting the main part of the report: the adjustment process; intellectual functioning in a cross-cultural perspective; cultural influence on perception; bilingualism; and personality, emotion and mental health. A section with general conclusions and educational implications concludes each chapter. (Author)

ED 144 369

FL 008 854

de Johnson, Teresa H. O'Connell, Daniel C.

Temporal Analysis of English and Spanish Narratives.

Pub Date 28 Apr 77

Note—16p.; Paper presented at the Joint Meeting of Missouri and Illinois Academy of Sciences (St. Louis, Missouri, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Articulation (Speech), *Cognitive Processes, *Contrastive Linguistics, *English, Language Patterns, Language Usage, *Narration, Native Speakers, Paralinguistics, Psycholinguistics, *Spanish, *Speech

Identifiers—*Hesitation Studies (Speech), Pausing (Speech)

In order to ascertain the effect of different demands on cognitive processes as reflected in speech rate, pause and hesitation phenomena, 90 young men, 45 native speakers of English (U.S.A.) and 45 native speakers of Spanish (Mexico), were asked to retell a story presented in one of three ways: (1) film plus narration; (2) film only; (3) narration only. Narrations were in subjects' native language. A certain parallelism in performance of both language groups was evident in the consistency of results across modes of presentation in articulation rate, speech rate, phrase length, and frequency and length of unfilled pauses. Language-specific differences were found in occurrence of parenthetical remarks and filled pauses. This analysis was found successful in differentiating some cognitive processes involved in retelling a story presented in various modes. Results support a theory of speech production which includes cognitive activity concurrent with the act of speech production as one of the multiple determinants of hesitation. These aspects of speech generation are not necessarily evident in the semantic or grammatical structure of produced discourse. Cross-linguistic comparisons support reliability of paralinguistic measures to study relationship of thought and language. (Author)

ED 144 370

FL 008 855

Derrick, June

Language Needs of Minority Group Children. Learners of English As a Second Language.

National Foundation for Educational Research in England and Wales, London.

Pub Date 77

Note—59p.

Available from—Humanities Press Inc., Atlantic Highlands, New Jersey, 07716

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Bilingualism, Child Language, Early Childhood Education, *Educational Policy, Elementary Education, *English (Second Language), Ethnic Groups, *Immigrants, Indians, Language Attitudes, *Language Instruction, Language Maintenance, Language of Instruction, Language Planning, *Minority Group Children, Research Needs, Second Language Learning, Sociolinguistics, Teaching Methods

Identifiers—*Great Britain, Pakistanis

This review is intended to expand on the issues of: (1) the cultural and linguistic identity of children of minority groups in Britain, and (2) the teaching of English to these children. The review relates these issues to the broader questions of policy in the education of minority group children and highlights some areas where research is needed. Chapter one, "Towards the Definition of a Language Problem," traces the way in which the language needs of non-English-speaking minority group children have been perceived and provided for within the British educational system up to the present day. Chapter two, "The Teaching of English as a Second Language," attempts to give a more detailed account of the approach to the teaching of English as a second language that has developed in British schools. Chapter three, "Language Needs of Minority Group Children in Infant Schools," discusses the rising interest in past years in infant education. Chapter four, "Second-Language Learners of Bilinguals?" traces the rise of bilingual education in the United States and attempts to relate the American experience to that of Britain. Statistical information is seen to be lacking with regard to who and how many speak what languages; research is also needed in the area of minority group members' attitudes towards the language loyalty issue. (AM)

ED 144 371

FL 008 856

Baetens Beardsmore, Hugo

An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers).

Pub Date 77

Note—23p.; Paper prepared for the Colloquium of AIMAV in collaboration with the Commission of European Communities (10th, Brussels, Belgium, 1977); Association Internationale pour la Recherche et la Diffusion des Methodes: Audio-Visuelles et Structuro-Globales

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affluent Youth, Biculturalism, *Bilingual Education, Bilingualism, Disadvantaged Youth, *Elementary Secondary Education, English, French, Language Instruction, *Language Programs, *Program Descriptions, Second Language Learning, *Socioeconomic Background, Socioeconomic Status

Identifiers—*Belgium

The investigation reported sought to discover: (1) whether the problems faced by children of favored socio-economic backgrounds residing in countries other than those of origin are the same as or different from those faced by less favored groups, and (2) whether the techniques and programs provided for these privileged children can give any insights for similar programs adapted for children from less favored groups. Three schools in Belgium were selected as investigation sites, and an open-ended questionnaire was used for the basis of the enquiry. All questions were asked orally during interviews with staff members, and, where possible, interviews were followed up by observation of the teaching program. All three schools were attended by children from upper-middle and middle classes. For purposes of the report, a bilingual program is defined as one that gives more attention to a second language than is normally the case in school curricula. The program and curricula of each school are described, and solutions to bilingual education are seen to range from transitional programs to balanced bilingual programs to the use of the second language for social studies. All schools claimed that a greater tolerance for diversity developed as a result of bilingual programs. (CLK)

ED 144 372

FL 008 858

Aguirre, Adalberto, Jr.

Language in the Chicano Community: A Sociolinguistic Consideration.

Pub Date 9 Sep 77

Note—19p.; Paper presented at the Meeting of the American Sociological Association (Chicago, Illinois, September 9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, *Community Involvement, English, Language Attitudes, *Language Maintenance, Language Patterns, Language Proficiency, *Language Research, *Language Usage, Language Variation, Literature Reviews, *Mexican Americans, Research Needs, Research Utilization, *Sociolinguistics, Spanish, Spanish Americans

Identifiers—*Code Switching (Language)

Sociolinguistically oriented studies of the Chicano speech community cluster around two subject areas: (1) conversational code-switching, and (2) language loyalty and maintenance. Research representative of each of these areas is reviewed. It is felt that the large body of findings regarding the language use of the Chicanos have failed to take the form of a Chicano sociolinguistics because: (1) most studies of Chicano language usage have been done independently of each other, and (2) most studies show a lack of commitment between the researcher and the language community. The present study outlines what are considered to be vital elements for a Chicano sociolinguistic research program. Chicano sociolinguists need to take the linguistic needs of the Chicano community itself as a foundation for the development of a research program and strategy. The principal goal of a Chicano sociolinguistics research program should be to explore the consequences of involving the users of language in the scholarly process, not only as objects of research and planning, but as participants in those aspects of activities that are normally considered to lie within the province of the trained professional. (Author/CLK)

ED 144 373

FL 008 859

Golub, Lester S.

A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English).

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jan 76

Grant—OEG-0-74-3696

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education, *Computer Assisted Instruction, Curriculum Development, English (Second Language), *Inservice Teacher Education, Language Instruction, Programmed Instruction, Spanish, Summer Workshops, Teacher Attitudes, Teacher Behavior, *Teacher Education, Teacher Qualifications, *Teacher Workshops, Teaching Methods, Teaching Skills, Units of Study

Identifiers—Pennsylvania (Lancaster)

The purpose of this project was to accomplish two goals: (1) to provide the school district of Lancaster (Pennsylvania) with an inservice program for teachers in the bilingual education program; and (2) to develop a computer-assisted bilingual education teacher training program. Seven two-day workshops were held. In addition to providing inservice training, these workshops collected and experimented with materials for the computer-assisted (CAI) bilingual education teacher training program. A two-week summer workshop was also held for about 20 participants, for two purposes: (1) to review and assist with the development of the CAI program, and (2) to participate in seminars and independent study in bilingual education. During the workshops, changes were observed in teacher behavior, attitudes, classroom procedures, and curriculum. The CAI bilingual education teacher training program was designed for preservice and inservice teachers and for administrators and other teachers working with bilingual communities. It contains four units: (1) language teaching in bilingual education, (2) culture and community in bilingual education, (3) curriculum and instruction in bilingual education, and (4) assessment in bilingual education. (Author/CFM)

ED 144 374

FL 008 860

Casambre, Alejandro J. Angeles-Agravante, Josefina

A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures.

Pub Date Aug 76

Note—12p.; Paper presented at the Bi-National Conference on Intercultural Communication (August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), *Cross Cultural Studies, Cultural Differences, Family (Sociological Unit), *Family Characteristics, *Family Environment, Language Research, Language Usage, Models, *Research Methodology, *Socioeconomic Status, *Speech Communication, Speech Skills, Theories, Verbal Communication
Identifiers—*Philippines

In the Philippines, where speech communication as a field of study is barely emerging from the traditional treatment of speech as an art to speech as a behavior, researchers are faced with the problems of adopting or adapting theories and research methodology developed in another culture and/or developing a strictly generic theory, research methodology, and measuring instruments. This paper explores the applicability in the Philippine setting of a theoretical framework, and research methodology and instruments developed in and previously applied in the United States and England regarding the relationship between speaking ability and the home variables of socio-economic status, home environment, and family composition. The results of the study show a significant correlation between socio-economic status and speaking ability and between home environment and speaking ability. These results support the findings of similar studies in the United States and England and, therefore, indicate that a theoretical framework may be used with some generality beyond the limits of a Western culture. However, the obverse findings regarding the effect of family composition on speaking ability may also be an indication that some cultural variations permeate the factors affecting speaking ability. (Author)

ED 144 375 FL 008 861

Ford, Jerome C.
Job Opportunities for People Who Know Foreign Languages.

Pub Date Oct 76

Note—12p.; Paper presented at language conference (Millersville State College, Pennsylvania, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Business, Career Awareness, *Career Opportunities, Career Planning, *Employment Opportunities, Interpreters, *Job Search Methods, *Job Skills, Language Proficiency, *Language Skills, Language Teachers, Overseas Employment, *Second Languages, Translation

This ten-page booklet provides a general assessment of the job situation for people who know foreign languages and a description of how to plot out a personal profile and a job profile. Two basic categories of jobs are presented, with listings of types of jobs in each: (1) jobs based mainly on language skills, (2) jobs requiring language skills plus knowledge or training in another field. Courses of action to follow in preparing for various types of employment are described briefly. A categorized list of addresses to write to for further information is also provided. (Author/CFM)

ED 144 376 FL 008 862

Barber, Elizabeth
The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change.

Pub Date 13 Aug 77

Note—12p.; Paper presented at the Summer Meeting of the Linguistic Society of America (39th, University of Hawaii, Honolulu, Hawaii, August 13, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classical Languages, Communication (Thought Transfer), *Diachronic Linguistics, English, Greek, *Indo European Languages, Language Development, Language Patterns, Language Research, Language Usage, *Linguistic Theory, Morphology (Languages), Sanskrit, Semantics, *Syntax, *Verbs
Identifiers—Language Change, *Middle Voice

The active/passive system of English grew out of a Proto-Indo-European (PIE) system where the fundamental distinction was between active and middle voices. The middle voice included within its functions the relationship that now would be known as passive. The PIE voice system is preserved in ancient Greek and Sanskrit, and in

the former, the middle voice is used when the subject of the verb is somehow affected by what is denoted in the verb. Examples of such situations in English, including those having some formal distinction, are provided, and linguistic processes by which the middle voice may develop are proposed. There is evidence that the syntax of a language changes in three fundamental ways: (1) mechanical changes in other subsystems of the language upset the functioning of the syntactic system, (2) the syntax is changed by speakers along the lines of alternate strategies of getting the same things said. These changes that are the result of communication needs may get tangled with movements along mechanical lines and force (3) analogical reanalysis of the syntactic system. The development of the middle voice is discussed both in terms of these change mechanisms and in terms of the communication needs to which the middle voice addresses itself. (CLK)

ED 144 377 FL 008 863

Sobin, Nicholas

Notes on the Acquisition of Interrogative-Word Questions.

Pub Date Apr 77

Note—38p.; Paper presented at Southwest Areal Languages and Linguistics Workshop (Long Beach, California, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Language, English, *English (Second Language), *Error Analysis (Language), Grammar, *Language Development, Language Universals, Nonstandard Dialects, *Second Language Learning, Sentence Structure, Standard Spoken Usage, Structural Analysis, *Syntax

Identifiers—*Interrogatives

This paper investigates the second language acquisition of interrogative-word questions in English. It is shown that the data from some bilingual English speakers at Pan American University are comparable to the data noted by others for both second and first language acquisition of interrogative word questions. In particular, interrogative-word fronting always seems to be acquired before subject-auxiliary inversion. Learners never produce interrogative-word questions like "Is she doing what?" Utterances like "What she is doing?" are common, however. Previous description of these facts is found to be insufficient in light of additional relevant cross-linguistic, cross-linguistic, and possibly universal facts about verb and interrogative word placement. Further, these facts are shown to have implications for the description of the rules of wh-fronting and inversion. (Author/CFM)

ED 144 378 FL 008 864

Teitelbaum, Herbert And Others

Bilingual Education: Current Perspectives.

Volume 3: Law.

Center for Applied Linguistics, Arlington, Va.

Pub Date Sep 77

Note—88p.; For related documents, see ED 142 073 and ED 142 074

Available from—Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209 (\$7.95 plus \$1.50 postage and handling for orders under \$10.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indians, *Bilingual Education, Bilingualism, Chinese, Chinese Americans, *Educational Legislation, *Educationally Disadvantaged, Educational Policy, Federal Legislation, Language Instruction, Language of Instruction, Laws, Non English Speaking, Second Language Learning, Spanish, Spanish Americans, *State of the Art Reviews

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-the-art study of the field of bilingual education. State-of-the-art papers were commissioned in four general areas concerning bilingual education: social science, languages and linguistics, law, and education. Each paper formed the central focus for a separate conference at which it was discussed and elaborated upon by specialists from various fields within a given discipline. This volume is the third in a series of five volumes. The focus of the volume is the law. One major paper is presented, "The Legal Perspective," by Herbert Teitelbaum and Richard J. Hiller. This paper provides a historical perspective of legal issues related to bilingual education. The case of Lau v. Nichols, involving Chinese public school students and the San Fran-

cisco Unified School District, is described, as well as a number of similar cases. Common defenses offered by school boards for their failure to provide bilingual education are discussed, as well as bilingual education, and desegregation, and bilingualism in areas other than education. An article by A. John Wabunsee, "Native American Viewpoint," concludes the volume. It deals with the problems encountered by Native Americans with bilingual education. (CLK)

ED 144 379 FL 008 866

Report of the NEA Task Force on Bilingual/Multicultural Education.

National Education Association, Washington, D.C.

Pub Date Jul 75

Note—9p.; Report presented to the Representative Assembly of the National Education Association (54th, July 1975)

Available from—National Education Association, 1201 Sixteenth St. N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Bilingual Students, Boards of Education, Community Attitudes, Criteria, Cultural Education, *Cultural Pluralism, *Educational Legislation, *Educational Policy, Educational Specifications, English (Second Language), Higher Education, Language Instruction, Language of Instruction, *Language Programs, Program Development, Program Effectiveness, *Program Planning, Teacher Qualifications

This report consists of two sets of criteria developed by the NEA Task Force on bilingual/multicultural education. The criteria presented are for: (1) effective bilingual/multicultural education programs, and (2) state legislation which establishes such programs. The first set of criteria includes factors such as state and federal laws, student characteristics, staff characteristics and preparation, program and curriculum development, community involvement, and research. The second set of criteria includes 25 factors which state legislation must reflect, concerning the languages of instruction, the maintenance of languages other than English, cultural education, parental involvement, teacher education and qualifications, program evaluation, subsidy of programs, assessment of student language skills, and the establishment of resource centers. The report further considers the issue of the motivation of individuals and groups who directly and indirectly profit from bilingual/multicultural education, including students, teachers, local education associations, school boards, the community, school administrations, support staff, and higher education. The Task Force recommends that NEA: (1) accept the criteria outlined in the report as its official position with respect to bilingual/multicultural education, and (2) work with state affiliates to implement these policies. (CLK)

ED 144 380 FL 008 867

Engelberg, Gary

An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12.

Peace Corps, Washington, D.C.

Pub Date Jun 76

Note—58p.; Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Instructional Materials, Language Instruction, *Learning Activities, *Native Speakers, *Questioning Techniques, Resource Materials, *Second Language Learning, *Volunteers, *Volunteer Training
Identifiers—Africa, Peace Corps

This book is designed to help Peace Corps volunteers continue to learn a language in the absence of a trained teacher. It consists of techniques intended to help volunteers build upon their daily contact with native informants. Seventeen techniques are presented, each consisting of a subject, objectives, technique, and procedures. The material draws upon several resource documents, three of which are included in appendices: (1) "A Guide for Language Study in the Field," by Arthur Levy; (2) "Monolingual Informant Techniques for Peace Corps Volunteers," by Judith Beinstein; and (3) "Language Learning in the Field - A Policy Statement for Senegal PCVS," by Gary Engelberg. (AM)

ED 144 381

FL 008 868

Kayeum, Joan

Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13.

Peace Corps, Washington, D.C.

Pub Date Jun 76

Note—49p.; Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), *English (Second Language), *Instructional Materials, *Language Instruction, Reading Materials, Second Language Learning, Student Writing Models, *Tales, *Writing Exercises

Identifiers—Afghanistan

This booklet is a collection of Mullah Nasrudin tales that are commonly enjoyed in Afghanistan. These tales have been adapted to form a course in controlled composition for students studying English as a foreign language. After reading each tale the student is asked to carry out certain tasks. In addition to the simplest task, copying the passage as written, and the most advanced task, rewriting the entire story without referring back to it, the following exercises for rewriting the passage are given: (1) change one noun or pronoun for another each time it appears, (2) substitute one tense for another, (3) use synonyms for the underlined words, (4) change the adjectives before nouns into clauses that follow the nouns, (5) supply adjectives before certain words, (6) use active voice instead of passive voice, and (7) supply adverbs before certain verbs. (CFM)

ED 144 382

FL 008 870

Siegrist, David Stephen

Language and Bilingual Education.

Spons Agency—California State Polytechnic Univ., Pomona.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date [77]

Note—94p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, Educational Resources, Elementary Secondary Education, English (Second Language), Language, Language Attitudes, *Language Instruction, Language of Instruction, Language Proficiency, Language Skills, Learning Activities, Reading Instruction, Reading Tests, Second Language Learning, Spanish, Teaching Guides, *Teaching Methods, *Teaching Skills

This manual attempts to provide practical and useful linguistic information for classroom teachers and classroom aides in bilingual programs, K to 12. It stresses the importance of teamwork in any bilingual program, a team consisting of teachers, aides, volunteers and student tutors. The goal of the manual is to help teachers and aides become more effective in bilingual programs by means of the following objectives: (1) recognition of the positive advantages to the learner and society resulting from bilingual education; (2) awareness that to teach bilingually, one must first know: (a) what language is, (b) that language has rules, and (c) that language and culture are inseparable; (3) awareness of the various approaches to teaching/learning language in bilingual programs; (4) respect for the child's language(s); (5) recognition of available resources; (6) recognition that language is learned through experiencing, listening and speaking, prior to reading and writing; (7) recognition that initial instruction must occur in the learner's dominant language; and (8) recognition that language is in a constant state of change. (Author/CFM)

ED 144 383

FL 008 875

Steel-Gammon, Carol Cabral, Leonor Scliar

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Mar 77

Note—9p.; Paper presented at the Child Language Research Forum (Stanford University, California, March 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, Communicative Development, *Communication (Thought Transfer), *Communicative Competence (Lang-

guages), *Language Development, Language Research, Narration, *Psycholinguistics, *Speech Communication, Verbal Development Identifiers—*Reportative Function (Language)

This paper examines children's early attempts at describing events absent in space and time, referred to as the "reportative function." The first part of the paper offers some explanations for the late emergence of the reportative function in young children's speech. Part two presents examples of children's attempts to report past events and discusses them, with attention to: (1) the situations in which the reportative function is likely to occur; (2) the strategies used by the children; and (3) the means by which adults try to elicit the reportative function. With the exception of one example from an English-speaking child, the data which served as the basis for the study were collected from young Brazilian children, ages 1.8-2.0. Analysis of spontaneous speech samples revealed that the reportative function typically occurred in the context of adult-child dialogue. The topic was introduced by either the adult or child and was narrated in a question-answer mode with the adult asking questions in an attempt to elicit details of the event from the child. Level of success at using the reportative function was determined from the point of view of the hearer rather than the speaker; an attempt was considered successful if a hearer unfamiliar with the event could reconstruct it on the basis of the child's narration. Success seemed to depend primarily on two factors: (1) the child's ability to linguistically encode a sequence of events; and (2) the adult's ability to ask questions which would elicit the details of the event. (Author/AM)

ED 144 384

FL 008 877

Montgomery, J. Anne

Sibling Intervention in First Language Acquisition: A Case Study.

Pub Date Aug 77

Note—22p.; Paper presented at Linguistic Society of America (39th annual meeting, Honolulu, Hawaii, August 1977)

Available from—J. Anne Montgomery, Dept. of English, New Mexico State University, Las Cruces, New Mexico 88003 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, Child Development, *Child Language, *Imitation, *Language Development, *Language Research, Linguistic Competence, *Modeling (Psychological), Observational Learning, Role Models, *Siblings, Verbal Development

Imitation in the speech of the child serves at least three functions in the development of linguistic competence. Imitation provides auditory feedback for phonological and morpho-syntactic accuracy, produces a model for verification and/or clarification by speakers, and "makes time" for the processing and acquisition of information. Beyond these functions, however, imitation of the sibling model is different from imitation of the adult model. The second child is provided with a model of speech act behavior appropriate not only for the situation at hand, but for the child participant. Children imitate linguistic forms they do not possess, apparently with the confidence that they want the same result as they see their models obtain. For second children, imitation is oriented more toward achievement of the same goal, and overall, it results in less direct linguistic experience for them. They acquire features of language behavior before mastering those of linguistic form, thereby appearing to reach a stage of language competence earlier than does the first-born. (Author/CFM)

ED 144 385

FL 008 878

Lee, W. R.

Types of Success in Foreign-Language Teaching: English as a Lingua Franca.

Pub Date Jan 77

Note—10p.; Paper presented at the conference of the International Association for Teachers of English as a Foreign Language (9th, January 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication Skills, Educational Environment, *English (Second Language), Failure Factors, *Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, Learning Experience, *Second Language Learning, *Speech Communication,

Student Evaluation, *Success Factors, Teaching Methods

Identifiers—*Lingua Franca

EFL (English as a foreign language) and ESL (English as a second language) are taught in various types of learning environments. In considering types of learning success, the learning environment must be kept in mind. The typical immigrant (a second language learner) has to cope with "difficult" English almost immediately, and is judged by his ability to communicate with native speakers of English. In a learning environment where English is not spoken outside the school, opportunities for learning are fewer, but no such demand is made: a learner's success is not judged in terms of his ability to communicate with native English-speaking people. Often, in a foreign-language learning environment, the basic course is too short for an advanced level to be reached, and a high proportion of learners do not continue. An appropriate teaching goal here is ability to use English as an instrument of communication with non-native rather than native speakers. A reduced form of English needs to be defined for this purpose. Simplification should consist mainly of not teaching syntax usually taught such as question tags, future perfect, and "shall" in addition to "will." (Author/CFM)

ED 144 386

FL 008 879

Hallman, Clemens L., Ed.

Competencies of Foreign Language Teachers.

Florida Foreign Language Association.

Pub Date 15 May 76

Note—17p.

Available from—Dr. Clemens L. Hallman, Norman Hall 355, University of Florida, Gainesville, Florida 32601

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cultural Awareness, Job Skills, *Language Instruction, *Language Skills, *Language Teachers, *Second Language Learning, Second Languages, Teacher Evaluation, *Teacher Qualifications, Teaching Methods, Teaching Quality, *Teaching Skills

This list of minimal competencies for foreign language teachers is broken down into the following categories: (1) practical command of the foreign language, (2) language analysis, (3) culture, (4) teaching-learning process, and (5) professional. Each category has three parts: competence, indicator (a brief description of the activity or ability by which candidates should demonstrate that competency), and assessment (the type of assessment to be used, such as test scores or the judgment of specialists). The list was prepared by a special task force of the Florida Foreign Language Association. (Author/CLK)

ED 144 387

FL 008 880

Kwok, Irene, Comp.

Chinese Children's Songs.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—52p.; For information concerning the accompanying tape, contact the Chinese Bilingual Pilot Program, San Francisco Unified School District, 950 Clay Street, San Francisco, California 94108

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Asian Americans, *Bilingual Education, *Chinese Americans, *Chinese Culture, Cultural Education, Elementary Secondary Education, *English (Second Language), Instructional Aids, *Language Instruction, Learning Activities, *Music, *Second Language Learning, Tape Recordings, Vocal Music

Identifiers—*Songs

Singing can be an enjoyable and effective way to motivate children to learn a second language. This booklet consists of contemporary and folk songs that are related to Chinese festivals, transportation, the family, seasons, Christmas and other topics. Each page gives the music to a song with the words in Chinese and in English. The songs are illustrated with black-and-white drawings. A cassette of the songs was developed to accompany this booklet. (CFM)

ED 144 388

FL 008 881

Sung, Robert

Placement Tests for Golden Mountain Reading Series.

San Francisco Unified School District, Calif.
Chinese Bilingual Pilot Program.

Spons. Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 77

Note—18p.; Best copy available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian Americans, *Bilingual Education, *Chinese, *Chinese Americans, Elementary Secondary Education, *Language Tests, Reading Ability, Reading Skills, *Reading Tests, *Student Placement, Testing, Word Recognition, Writing Skills

Identifiers—Elementary Secondary Education Act Title VII

These placement tests are designed to help teachers determine a students' Chinese reading and writing level and to place them in the appropriate grade level book in the Golden Mountain Reading Series. The tests are divided into two parts: (1) word recognition and (2) reading and writing test. (Author:CFM)

ED 144 389 FL 008 882

Kwak, Irene. Sung, Robert

A Multicultural Social Studies Series. Book 1. Europe.

San Francisco Unified School District, Calif.
Chinese Bilingual Pilot Program.

Spons. Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 77

Note—68p.; Best copy available.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Asian Americans, Biculturalism, *Bilingual Education, *Chinese, *Chinese Americans, *Chinese Culture, Cultural Awareness, *Cultural Education, Elementary Secondary Education, *European History, *Instructional Materials, Learning Activities, *Social Studies

Identifiers—Elementary Secondary Education Act Title VII

The text is designed primarily for students who are continuing in the Chinese Bilingual Pilot Program, ESEA Title VII, at the seventh grade level. This text was written because there is an insufficient amount of Chinese bilingual materials in the area of social studies at the junior high school level. The two emphases of the Multicultural Social Studies Series are (1) Social Studies: geography, people, climate, and culture of the countries; and (2) Chinese Language Arts: vocabulary, reading and writing skills, oral language development and comprehension. This is the first book in the Multicultural Social Studies Series which also includes volumes on Asia, Latin America and Africa. These books are to be used in conjunction with the World Studies Inquiry Series. The same topics are covered in the World Studies Inquiry Series, which contain pictures and discussion of the subject matter in depth. There is a maximum of 200 words per lesson and 25 lessons per text. Main ideas were extracted from the World Studies Inquiry Series and rewritten in a form suitable for Chinese bilingual students. Each lesson has main terms listed bilingually, explanations in Chinese, questions for discussion and follow-up activities. Answers to questions are located in the back of the book. (Author:CFM)

ED 144 390 FL 008 883

Sachs, Jacqueline

Talking about the There and Then.

Pub Date 77

Note—9p.; Paper presented at the Child Language Research Forum (Stanford University, Stanford, California, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Child Language, Cognitive Processes, Communicative Competence (Languages), Language Ability, *Language Development, Language Research, *Language Usage, *Parent Child Relationship, *Pragmatics, Semantics

Identifiers—*Conversational Strategies

This study describes some aspects of the emergence of displaced reference (talking about topics other than those in the immediate context) in conversations between a child and her parents. The data consisted of tape recorded interaction with the child between 17 and 36 months. During this period, speech about the here and now always dominated, but certain other topics emerged in a systematic way. For example, around 22 months, the child and her parents began to talk about family members who were not present. Somewhat later, a frequent topic was the previ-

ous events of the day. By the end of the period studied, the child answered questions about past events and non-present objects readily, though it was rare for her to introduce such topics into the conversation. Examples are given to illustrate the types of displaced reference used and the difficulties that sometimes arose when the topic was not in the here and now. It is suggested that the parents and child used several conversational strategies that helped to make early displaced reference successful. (Author)

ED 144 391 FL 008 884

Nebel, S. Sue

Literature in Translation: Meeting the Challenges.

Pub Date Nov 73

Note—15p.; Paper presented at the annual meeting of the American Association of Teachers of German (Boston, Massachusetts, November 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Language Programs, Core Courses, Course Descriptions, Course Objectives, Drama, German, *German Literature, Higher Education, *Language Instruction, Literature Appreciation, *Literature Programs, *Program Descriptions, Second Language Learning, Teaching Methods, *Translation

Identifiers—Foreign Language Requirements, Literature in Translation

When Loyola University dropped its foreign language requirement in 1971, another requirement took its place. Students are now required to take three courses in literature, one of which is to be a course in a literature not originally written in English. Introductory courses (called Masterpieces courses) in French, German, Spanish, and Russian literature were therefore introduced to help students fulfill their core curriculum requirement. The purpose of the German masterpieces course is to acquaint students with the major works of German literature from the "Nibelungenlied" to the twentieth century and to develop the students' appreciation for the achievements of German writers. In response to student demand, additional courses had to be offered. A single-author course was developed to explore in breadth and depth the work of one significant German author. Thomas Mann was chosen for this kind of study. A genre course was also developed; drama was chosen, with the purpose of studying the development of German drama through reading and discussion of representative works of major German dramatists. Testing for these courses consisted at first of essay questions on arbitrary topics, but take-home exams geared to the individual student's interests soon replaced the traditional method. Other improvements are under consideration, as is an expansion of the program. Two obvious problems have been the inferior quality of some translations of works of German literature and the change in orientation from a literature course in a foreign language to one in translation. (CFM)

ED 144 392 FL 008 885

Nakada, Seiichi

Language Universals and Language Particulars:

Implications for Second Language Teaching.

Pub Date 30 Apr 77

Note—20p.; Paper presented at the annual meeting of the New Jersey Linguistics Association (3rd, Princeton University, Princeton, New Jersey, April 30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, English, Grammar, *Japanese, Language Instruction, Language Patterns, Language Research, *Language Universals, Language Usage, Linguistic Theory, Pronouns, *Second Language Learning, *Semantics, Sentence Structure, *Syntax, Transformational Generative Grammar, *Transformations (Language)

This paper explores the implications of presumed language universals and language particulars for second language teaching and learning. It is felt that an awareness of the universal features of language design builds confidence in the student who can concentrate on features which distinguish the target language from the native language. Examples are drawn from English and Japanese, with attention to the student of Japanese as a second language. Island constraints, constraints which prohibit certain movements of material out of designated structures, including complex noun phrases, coordinate structures, and sentential subjects, are regarded by

some linguists as formal syntactic universals. Ross's explanation of these constraints (1967, 1974) is reviewed, and two alternate accounts are discussed. Gross (1972) explains them in terms of a theory of interaction between cognitive strategies and grammar, while Kahn's account (1976) gives a semantically or functionally based account. Another phenomenon amenable to this type of functional explanation concerns the behavior of interrogative embedding procedures. In terms of language particulars, the Japanese prenominal system and its interaction with social parameters is discussed. The first person pronoun usage is specifically considered, to demonstrate the sharp contrast in usage between Japanese and English. (CLK)

ED 144 393 FL 008 886

Altman, Annaliese

Reverse Dictionary of Modern German.

Pub Date Aug 77

Note—371p.

Available from—A. Altman, P. O. Box 331, Agassiz, B. C., Canada V0M 1A0 (\$2.00 Canadian)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Dictionaries, *German, Language Instruction, Morphology (Languages), Resource Materials, Standard Spoken Usage, *Vocabulary, *Word Frequency, *Word Lists

This reverse dictionary of contemporary standard German is based on 174,170 words from 10 running texts of various genres. It is intended to close the gap in source and study aids for linguistic studies relating to advanced German language courses. The dictionary is arranged in reverse order, i.e., it is read backwards starting on the last page. A number before each entry shows the total frequency of this item in the texts. Frequency tables are appended. (Author:AM)

ED 144 394 FL 008 897

Oller, John W., Jr.

How Important Is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—12p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, *Educational Testing, Intelligence Quotient, *Intelligence Tests, *Language Proficiency, Language Research, Language Skills, Language Tests, Language Usage, Neurological Organization, Psycholinguistics, Psychological Tests, Test Reliability, *Test Validity

It is often the case that intelligence tests do not measure what they purport to measure, although it is commonly assumed that every test with a different name is a test of different skills, and that tests with the same name test the same skills. Spearman attempted to study the relationship between tests that supposedly measured different mental abilities, and upon finding substantial correlation between different tests, posited a general factor of intelligence ("g"), to explain these relationships. The present study questions this approach. If "g" turned out to be indistinguishable from language proficiency, for example, questions would arise as to the implications for intelligence testing and the use of IQ scores, and for school tests that claim to measure constructs other than language proficiency but rely heavily on language-based performances. These questions are considered from three angles: (1) the pattern of interrelationships among tests that claim to measure different aspects of intelligence and language tests that require discourse processing is examined; (2) intelligence tests themselves are examined to analytically define what they require of learners; and (3) evidence from brain physiology and the processing of information is considered. (CLK)

ED 144 395 FL 008 899

Schleppenhoch, John

Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—10p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Acculturation, Adults, *Age Differences, Decoding (Reading), *English (Second Language), High School Students, Language Development, Language Proficiency, Psycholinguistics, *Reading Processes, Reading Research, *Reading Skills, *Second Language Learning

This paper discusses a research project carried out to study and compare the reading processes of native and second language speakers of English. The procedure developed for the observation and description of the reading process and related language experience included initial diagnostic testing and taped inventories, a sequence of tutorial activities related to initial inventories, and final reading inventories. The results of inventories and coding sheets of first language speakers of various age levels were examined in terms of features like the following: word order, relativization, conjunction, disjunction, agreement, verb formation, progressive formation, pronominalization, seriation, and reported speech. The subject groups of native English speakers were ninth graders, tenth graders, high school seniors, and adults over the age of 25. Significant positive variations in performance were observed and these variations indicated better overall performance by those between the ages of fifteen and twenty-one than by younger or older participants. The factors under observation in the second language readers were the learner's age, prior cultural conditioning, and prior decoding skills in the first language. These three factors were found to be influential in the development of learning programs for reading proficiency and second language acquisition. (Author/CFM)

ED 144 396

FL 008 900

Giordano, Gerard

Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, Cognitive Processes, Functional Reading, *Language of Instruction, Language Research, *Learning Processes, Literature Reviews, *Neurolinguistics, Neurological Organization, Psycholinguistics, Reading, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, Reading Skills

Identifiers—*Language Processing

Neurological data indicate that the universal aptitude for functional language is biologically based, species specific, and developmental. The universality of functional oral speech is indisputable. Everyone, however, does not exhibit similar expertise in processing oral and visual language. Many people can speak two languages functionally but read functionally in neither. Is visual language a generically distinct and substantively more difficult type of processing than oral language or are children taught to read in a way that does not optimally conform to the essential nature and organization of the brain? Children are taught a set of nonlinguistic skills which do not equal reading. The appropriateness of the skills is decided on the basis of whether they result in communicative processing of visually initiated language, which is reading. Is a nonlinguistic approach to reading the optimal instructional approach? The neuropsychological literature predicts that language aptitude cannot be reliably accessed by nonlinguistic channels. Bilingual children should be taught through their primary language, but the instruction must be linguistic in nature. A reading curriculum should increase the probability that students will be able to transfer

their oral language ability to the problem of reading. The optimal method should be based on basic communicative strategies which introduce vocabulary, syntax, and subject matter compatible with the major channel of language processing. (Author/CFM)

ED 144 397

FL 008 901

Fiege-Kollmann, Laila

Reading in a Second Language. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—14p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, *Bilingual Students, Content Reading, Decoding (Reading), English (Second Language), *Error Analysis (Language), Interference (Language Learning), Language Instruction, *Oral Reading, Pronunciation, Reading Ability, Reading Instruction, *Reading Research, Reading Skills, *Recall (Psychological), *Second Language Learning, Spanish Speaking

This study examined reading in a second language among 12 fourth and fifth grade Mexican American bilinguals. The children's oral reading and recall was taped. Oral reading errors were categorized and tallied. The reading performance was evaluated by a system-oriented analysis of recall and of reading errors where "error" was defined as any deviation from the text. Errors were tallied into seven categories: corrections, repetitions, omissions, additions, mispronunciations, base substitutions, and morphological substitutions. In the first four categories, the bilingual reader made fewer errors than the monolingual reader. These results suggest that the bilingual reader pays closer attention to text, relying less on prediction about the upcoming content. The bilingual group made more substitution errors, which suggest first-language interference. The recall of narrative content was measured by the ratio "propositions in recall/propositions in text." Among bilingual readers there was significant negative correlation between omission and recall and substitution errors and recall, which was not found among monolingual readers. The decoding mistakes and mispronunciation of the bilingual readers frequently indicated a systematic relationship to Spanish phonology or orthography. Major emphasis in reading instruction should be on English grapheme-phoneme correspondence. (CFM)

ED 144 398

FL 008 902

Flahive, Douglas E.

Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—7p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cloze Procedure, *English (Second Language), *Intelligence, Intelligence Tests, Language Instruction, Language Proficiency, Language Skills, *Language Tests, Multiple Choice Tests, Predictive Ability (Testing), *Reading Comprehension, Reading Skills, *Reading Tests, Second Language Learning, *Test Validity

Identifiers—*Language Comprehension

This paper discusses the role of intelligence in language comprehension. In the study reported, an attempt is made to determine how much of the variability in English reading scores of non-native speakers of English can be predicted on the basis of intelligence alone. In the study, three measures of reading comprehension are used: a traditional multiple-choice test, in which a reading passage is followed by a series of questions; a paraphrase recognition test, which requires that the testee choose from among four choices the sentence closest to the probe; and a cloze test, which requires the testee to fill in the blanks in a passage with words that are either close to or

identical to those omitted. It is predicted that of the three tests, the traditional multiple-choice test will be more highly correlated with intelligence than the other two measures, because traditional multiple-choice requires reasoning ability: the ability to retain facts, to draw conclusions, and to use contextual clues to determine the meaning of unknown words. Results allow the conclusion that reading sub-tests found on widely used measures of non-native speaker language ability are tests which, to some degree, measure intelligence, and the validity of the tests is therefore called into question. (Author/CLK)

ED 144 399

FL 008 903

Brownson, E. Carol

Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—10p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Processes, *Contrastive Linguistics, *English (Second Language), *Error Analysis (Language), Interference (Language Learning), Japanese, Language Research, Learning Processes, Learning Theories, Linguistic Competence, Linguistic Theory, Persian, *Psycholinguistics, *Reading Processes, Reading Research, *Second Language Learning, Spanish, Surface Structure

Identifiers—*Language Processing, Perceptual Strategies

Little has been done to test or describe reading strategies of second language learners. The study reported in this paper was an attempt to begin to investigate the nature of perceptual strategies which second language learners employ when reading certain English structures, and to ask the question of whether second language learners, when learning to read, are guided by strategies which result in specific errors. Three structures were tested for three language backgrounds -- Japanese, Spanish, and Persian -- based on a combined contrastive and error analysis. Two problem structures were tested for each language group, one involving a specific, predictable error, the other involving general difficulty. Thirty college ESL (English as a second language) students served as subjects, ten from each language group. Results included the following: (1) subjects had more difficulty with test items than with non-test items; (2) there seems to be a correlation between the two results from the two testing devices; and (3) subjects misprocessed the sentences in ways predicted in the case of the Spanish and Persian subjects, but not in the case of the Japanese subjects. Generally, it seems that a contrastive investigation of surface structures of the native and target languages is helpful in predicting areas likely to cause processing difficulties. (AM)

ED 144 400

FL 008 904

Shepherd, Terry R.

The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—20p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Communication Skills, Communicative Competence (Languages), Elementary Education, English Instruction, Individualized Instruction, Language Development, *Language Experience Approach, *Language Instruction, *Language Proficiency, Language Skills, *Learning Activities, Learning Experience, Psycholinguistics, Reading Ability, Second Language Learning, *Teaching Methods

This paper suggests an approach to communication skills which views these skills, in first and second language acquisition, as related, in-

tegrated "language-experiences." Three examples of language-experience situations are presented, the first dealing with native language acquisition, and the other two with second language learning. Thirty-two suggestions are given for implementing this technique, including the following: (1) begin with meaningful student activity; (2) start with the known and move gradually toward the unknown; (3) utilize many and varied experiences; (4) make the experience as concrete and participatory as possible; (5) keep it relevant and interesting; (6) precede written expression with oral expression and do not isolate communication skills by mode; and (7) provide models if the learner is unable to create language for a given experience. Disadvantages to this method include: (1) it is time-consuming; (2) it lacks structure and vocabulary control; and (3) it requires leaving the classroom. Advantages include: (1) it is a form of individualized instruction; (2) it is very interesting to students; (3) it is easily integrated with other curricular subjects and cultural elements; and (4) it provides valuable information about the child's ability to produce language. (AM)

ED 144 401 FL 008 906

Stephens, Don S.

Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—7p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Form Classes (Languages), *Grammar, *Language Instruction, Language Patterns, Morphology (Languages), Psycholinguistics, *Reading Comprehension, *Second Language Learning, Sentence Structure, *Teaching Methods

This paper describes an innovative method for teaching reading comprehension in a second language. The underlying assumption of this method is that a student who reads in his native language does not need to learn a theoretical system of grammar rules in the traditional sense of the term, since he already possesses the ability to recognize words in terms of grammatical function, an ability which is taken to constitute the foundation for reading in the target language. Instead of being trained in a system of grammar theory before beginning to read the foreign language, students are trained at a very early stage in grammatical awareness, a training calculated to stress that mature readers of a native language already know quite a bit about an historically related foreign language. The program is based on three kinds of exercises: (1) identifying major segments of a sentence; (2) reworking complex sentences into simple, independent clauses; and (3) rote learning of a limited number of morphological distinctions which seem to be essential for reading comprehension. Results of this method seem to be: (1) good scores on the Modern Language Association Reading and Listening Comprehension Test; and (2) positive attitudes toward Germany and German. (Author/AM)

ED 144 402 FL 008 908

Stump, Thomas A.

Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—29p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aptitude Tests, *Cloze Procedure, Educational Testing, Elementary Secondary Education, English, Grade 4, Grade 7, *Intelligence Tests, *Language Proficiency, Language Skills, *Predictive Ability (Testing), Standardized Tests, *Standard Spoken Usage, Test Reliability, *Test Validity
Identifiers—*Dictation, Iowa Tests of Basic Skills, Lorge Thorndike Intelligence Test

This study attempts to determine the extent to which performance on educational tests is dependent upon language proficiency. Three questions are involved: (1) Will the dictation and the cloze tests prove to be as successful in distinguishing degrees of proficiency among native speakers as among second language learners? (2) How well will scores on these pragmatic tests correlate with scores on the ITBS (Iowa Tests of Basic Skills), designed to measure supposedly separable language skills? (3) What is the degree of intercorrelation between scores on the two pragmatic language tests, the ITBS subtests, and both the verbal and nonverbal subtests of the Lorge-Thorndike Intelligence Test, which purports to be a series of tests of abstract intelligence? Tests were administered to a sample representative of the St. Louis school population (4th and 7th graders). The results seem to suggest that the measures designed to assess intelligence are so greatly dependent upon proficiency in standard English that they consequently offer a much more accurate assessment of the level of that proficiency than of abstract intelligence. All tests are essentially measuring the same thing, global language proficiency. (Author/CFM)

ED 144 403 FL 008 909

Mullen, Karen A.

Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—16p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*English (Second Language), Evaluation Methods, Foreign Students, Grammar, Higher Education, Interviews, Language Fluency, *Language Proficiency, *Language Tests, Listening Comprehension, Pronunciation, *Rating Scales, Second Language Learning, *Speech Skills, Student Evaluation, Test Reliability, Vocabulary
Identifiers—*Rater Reliability

A study was conducted that was designed to determine if experienced ESL (English as a second language) teachers, working in pairs, can reach the same judgments regarding the oral proficiency of non-native speakers of English and to determine the reliability of such judgments. In addition, the question of whether different sets of judges rate differently is posed. Finally, the study was designed to determine the relative weight given to each component category in predicting the overall proficiency score. Five judges, all graduate students in linguistics who had taught ESL for at least one year, were randomly paired together to form six groups. The 98 subjects were foreign students referred to the University of Iowa for evaluation. The judges were required to rate speakers in five categories of speaking proficiency: (1) pronunciation, (2) grammar; (3) vocabulary; (4) fluency; and (5) auditory comprehension. The results showed that although there were differences in the ratings among the individual judges, an average of the two judges' ratings served as a good estimate of the true rating. The ratings on the listening comprehension, pronunciation, fluency, and overall proficiency scales did not differ from group to group. A significant difference was found, however, for the grammar scale. The overall scale appears to be a composite of the other four scales and, therefore, is the best scale of measurement for oral proficiency. (CFM)

ED 144 404 FL 008 910

Chambers, Janice S. And Others

Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—7p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American English, *Black Dialects, Blacks, Black Students, *Dialect Studies, Grammar, *Interference (Language

Learning), Language Research, *Language Variation, Linguistic Competence, Linguistic Theory, Native Speakers, *Nonstandard Dialects, Phonology, *Second Language Learning, Semantics, Sociolinguistics, Standard Spoken Usage, Surface Structure

This study investigated the effects of interference of a native dialect in the acquisition of a second dialect. Four groups of subjects were used: Five white preschool children from an integrated nursery school, five Black preschool children from a Head Start program, five white, middle-class 16-, 17-, and 18-year-olds, and five Black 16-, 17-, and 18-year-olds from the University of Cincinnati's Upward Bound program. Subjects listened to a tape of twenty sentences, ten in Black dialect and ten in Standard English, and were asked to repeat what they heard. The changes or errors were evaluated according to the nine factors listed by Baratz (1969). The study found that: (1) native speakers can reproduce their own dialect better than non-native speakers; (2) each group experienced a significant amount of interference from their native dialect in an attempt to speak the second dialect; (3) both groups at the same age level made approximately the same number of changes with their native and second dialects; and (4) neither Black nor white children are usually bi-dialectal, but competency increases with age. (Author/AM)

ED 144 405 FL 008 911

Flick, William C.

Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Students, Discourse Analysis, *English (Second Language), Grammar, Interviews, Language Proficiency, *Language Tests, *Second Language Learning, *Sentence Structure, *Speech Communication, Syntax, Testing, *Test Validity

Identifiers—*Developmental Sentence Scoring
This paper describes an experiment in which the Developmental Sentence Scoring procedure, which has been used successfully for scoring sentence complexity in child language, was examined for its usefulness when applied to adult learners of English as a Second Language. The technique is based upon a developmental scale of syntax acquisition within eight grammatical categories. Spontaneous speech samples were collected from 20 subjects enrolled in the Center for English as a Second Language course, randomly selected from various levels of proficiency. The procedure was then simplified by eliminating the eight grammatical categories. These two procedures were compared, and it was found that both versions provide adequate, objective measures of grammatical complexity. The simplified system, being less time-consuming, is probably more useful for the classroom teacher. It was also found that certain structures do not appear frequently in the type of interview situation used in this study to elicit speech samples, indicating that some other procedure should be used to elicit those structures for measurement. (Author/AM)

ED 144 406 FL 008 912

Callaway, Donn R.

Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—16p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communicative Competence (Languages), *English (Second Language), Evaluation Methods, *Language Proficiency, Linguistic Competence, *Linguistic Performance, Oral English, *Oral Reading, *Rating Scales, *Reliability, Second Language Learning, Speech Communication

Identifiers—Interrater Reliability, Rater Reliability

A study was carried out to ascertain whether language instructors or naive judges were more reliable in judging oral proficiency. Fifteen students were chosen from the ESL (English as a second language) center at Southern Illinois University to record a tape while reading passages in English. The tape and a questionnaire were administered to 70 raters. Half of them were students who had neither linguistic nor teaching experience (the naive group) while the other half were instructors or teaching assistants in ESL (the experienced group). Each sample was rated by the judges on each of six scales: the first four scales consisted of four pairs of bipolar adjectival descriptors, an overall proficiency scale, and a multiple choice questionnaire about the language background of the speaker. There was a very substantial agreement among the raters, regardless of whether they were naive or experienced. Both groups were very reliable on the whole in judging proficiency level, although the experienced were somewhat more reliable. The experienced raters were much better at identifying correctly the source language backgrounds than the naive group. (CFM)

ED 144 407 FL 008 913

Wilson, Craig B.

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on "Biased" Cloze Tests. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—6p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cloze Procedure, *Contrastive Linguistics, *English (Second Language), Interference (Language Learning), Language Ability, Language Instruction, Language Patterns, *Language Tests, Reading Ability, Reading Comprehension, Second Language Learning, Sentence Structure, *Test Bias, Testing Problems, *Vietnamese

The experiment reported measured the degree to which cloze tests deliberately biased on the basis of contrastive analysis would actually be harder for Vietnamese than for speakers of other languages. The experiment tested the approach to ESL (English as a second language) for Vietnamese described in a guide for teachers of Vietnamese refugees published by the Center for Applied Linguistics. The approach maintains that the teacher of Vietnamese students can tell in advance which lessons will be difficult for students by comparing the structure taught with the parallel structure in Vietnamese. Three hypotheses were tested: (1) Vietnamese mean scores on three biased tests were expected to be lower than on the control; (2) the mean score of the Vietnamese on a double-biased test was expected to be lower than on both a selected deletion test and the "salted" test (a test loaded with structures predicted to be hard for Vietnamese); and (3) Vietnamese scores on biased tests adjusted for the covariate control test were expected to be lower in every case than similarly adjusted scores for speakers of other languages. Subjects included 37 Vietnamese, 26 other non-natives, and 9 native speakers of English. Results offer no evidence of a difference in performance due to native language interference for the Vietnamese group. (CLK)

ED 144 408 FL 008 914

Higginbotham, Dorothy Reitzel, Armeda

The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—10p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Child Development, *Child Language, Cognitive Processes, *Egocentrism, Interaction, *Language Development, Language Research, Language Usage, *Models, Psycholinguistics, *Social Development, *Speech Communication

Identifiers—Piaget (Jean), Vygotsky (Lev S)

Social cognition refers to that ability which makes it possible for one to infer another's covert, inner psychological experiences and to interact with that individual accordingly (Shantz 1975; Flavell 1977). Piaget (1926) maintains that the ability to decenter socially and to take into account the perspective of another develops gradually as the child interacts over time with more and more people in different situations. The result is that the child's speech is highly egocentric until the age of seven or eight. Vygotsky (1962), on the other hand, believes that speech is essentially social in nature at the beginning and that egocentric and social speech are interrelated, with egocentric speech having a social quality and social speech an egocentric potential. The purpose of this study is to compare the views of Piaget and Vygotsky on the development of communicative and egocentric speech in children and to consider their conclusions in light of spontaneous speech data of children 4-8 years old. After considering the strengths of the models offered by Piaget and Vygotsky, a model of the development and differentiation of egocentric and communicative speech is presented. The theoretical basis for the proposed model is discussed and illustrated with examples taken from the spontaneous speech samples collected. (Author/CLK)

ED 144 409 FL 008 915

Hisama, Kay K.

Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—11p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cloze Procedure, *English (Second Language), Evaluation Methods, Foreign Students, Higher Education, *Language Proficiency, Language Skills, Language Tests, Standardized Tests, Student Placement, *Test Bias, Testing, *Test Interpretation, Test Reliability, *Test Validity

Identifiers—Comprehensive English Language Test (CELT), Reading for Understanding Test New Cloze Test

A profile method was used to analyze the patterns of four English proficiency tests (Comprehensive English Language Test for Speakers of English as a Second Language: Structure, CELT: Listening, Reading for Understanding Test, and The New Cloze Test) regarding two examinee characteristics: their language proficiency levels and native language. One hundred thirty-six non-native students at the Center for English as a Second Language (ESL) at Southern Illinois University at Carbondale served as subjects. Two types of scores were derived for this purpose: percent scores and standard scores. There were group differences regarding both examinee characteristics. The use of multiple measures may be defensible at the present time largely because available English proficiency tests show some biases in sampling a trait called English proficiency of ESL students. Their use may tend to cancel out or nullify such biases. There is, however, an element of luck here and a better solution would be to select deliberately a test or tests that minimize such biases. (Author/CFM)

ED 144 410 FL 008 916

Brown, Mark E. Zirkel, Perry A.

Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—32p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, Bilingual Students, Communicative Competence (Languages), Diagnostic Tests, Educational Testing, English (Second Language), *Evaluation Criteria, Language Proficiency, Language Skills, *Language Tests, Language

Usage, *Measurement Techniques, Morphology (Languages), Phonology, Pronunciation, Psycholinguistics, Screening Tests, Second Language Learning, Sociolinguistics, Spanish Americans, Spanish Speaking, Syntax, *Test Reviews, *Test Selection, Vocabulary

Identifiers—*Language Dominance

This paper offers a two-step review to be used in designing dominance assessment plans and in determining appropriate instrumentation. The first step provides a classification system of dominance instruments according to testing specificity and strategy. The second step suggests criteria by which such instruments can be evaluated and selected. Selected dominance assessment instruments are categorized in a three-way descriptive matrix. The global/specific dimension distinguishes instruments which tend toward generic screening of gross language behavior from those which tend toward a refined classification of specific language indicators. Within the global and specific modalities, oral and aural performance subclasses are designated. The third dimension consists of four major strategies: rating, home interview, indirect, and parallel instruments. Specific examples of instruments are given to clarify how the classification matrix operates. Criteria for evaluating and selecting tests include examinee factors relating to developmental and cultural appropriateness, administrative and logistic factors, and psychometric considerations. A sample evaluation of Burt's Bilingual Syntax Measure is provided. (CLK)

ED 144 411 FL 008 917

Mazeika, Edward J.

The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—13p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingualism, Child Language, Cognitive Processes, English (Second Language), *Language Development, *Language Research, *Language Tests, *Preschool Children, *Receptive Language, Spanish, Test Construction, Testing, Vocabulary

Identifiers—Language Dominance

This paper describes an instrument used to assess the receptive language of children. The bilingual child is tested first in the non-dominant language. When the ceiling is reached in the non-dominant language, the tester switches to the dominant language. (The ideal situation would be to give the test in one language one day, then repeat the test in the other language some days later. However, the logistics of testing young children and other factors make this alternative less practical.) The test consists of three parts: (1) Parent's Report; (2) Vocabulary; and (3) Performed Task. In the Parent's Report portion, the child is given 12 tasks to perform such as turning off the light, saying bye-bye, etc. This portion is designed to gather data and to provide a setting in which the child can observe the friendly interaction of the mother and the tester. The vocabulary portion consists of four parts: (1) identification of four common items which are found in the home; (2) identification of objects from the test kit; (3) identification of two similar objects; and (4) identification of objects by use. The third portion (Performed Task) consists of 47 items in which the child should demonstrate that he/she understands the instruction for each task. (CFM)

ED 144 412 FL 008 918

Hinofotis, Frances Butler

Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—34p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Association Tests, *Bilingualism, Child Language, Children, *English (Second Language), *Greek, Language Development, Language Maintenance, *Language Proficiency, Language Research, Language Tests, *Second Language Learning, Vocabulary

Identifiers—*Language Dominance

This study was undertaken to examine the suspicion that a young Greek girl in the short time span of two years had become more fluent in a second language (English) than in her native tongue. To provide a basis of comparison the tests used in this study were also given to the child's older brother who had been in the United States for approximately the same length of time. The girl was 7:1 years old when her family came to the United States and she knew no English at all. Her brother was 14 and had studied English in Greece. Both children took three tests which were measures of lexical dominance: a picture vocabulary test and two word association tests. The data gathered from the study suggest that the girl was losing facility in Greek and was already ahead in performance in English after only two years in the United States. Her brother, on the other hand, seemed to be moving closer to a bilingualism in which he would be able to control both languages with equal facility in appropriate situations. Unlike his sister, however, he would probably always have an accent when speaking English. (Author/CFM)

ED 144 413

FL 008 919

Schneider, Gerd K.

Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977.

Pub Date 77

Note—77p. For related documents, see ED 116 464 and ED 134 030

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Language Programs, *German, Higher Education, *Intensive Language Courses, *Language Instruction, *Language Proficiency, Language Tests, Modern Language Curriculum, *Program Descriptions, Second Language Learning, Student Evaluation of Teacher Performance, Student Opinion, Test Results, Textbooks

This report describes the seven-week program of the first-, second-, and third-year German language courses taught at Middlebury College during the summer of 1977. This was an intensive program with at least four hours of formal classroom instruction per day. The high scores achieved on the MLA-Cooperative Foreign Language Tests, Forms LA and MA, and on the MLA-Cooperative Foreign Language Proficiency Test demonstrate that a program of this nature can be very successful. Appended to this report are the structures of courses and modules for the first, second, third, and fourth year of German for the summer of 1978, and a list of the textbooks to be used at these four levels. It may be difficult to duplicate the program entirely at another institution; the report can, however, aid interested teachers in designing a similar total immersion language training program. (Author/CFM)

ED 144 414

FL 008 920

Heaton, James

Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977.

California Univ., Los Angeles. Dept. of English.

Pub Date 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Autoinstructional Aids, *Computer Assisted Instruction, Computer Programs, *English (Second Language), Instructional Innovation, *Instructional Media, *Instructional Technology, Language Aids, *Language Instruction, Second Language Learning, Stereotypes, Tape Recordings, Teacher Attitudes, *Television, Video Tape Recordings

Many of the media in current use for language teaching are still in a state of infancy, and teachers need to avoid falling into restricted views of what potentials exist. Broadcast media are a case in point, where a good deal of renovation is needed and is possible, in, for example, the use of soap operas for teaching English to adults. The video medium is being expanded by tape exchange programs. Computer-assisted in-

struction is another medium being severely restricted by its stereotype, yet in some programs it allows students extreme flexibility in self-pacing of materials. Both positive and negative stereotypes of computer-assisted instruction exist. Similarities exist between the tutorial function of computer-assisted programs and that of audiotape programs. This indicates that costing and scale of programs need closer coordination with instructional goals in order to avoid Big System euphoria. Although motivational drawbacks have been shown in the individualized use of media, better sectioning of classes may alleviate this. The advantages of increasing the available time, depth, and scope of learning for the students' mastery of material seem to justify the inclusion of self-study modules in language teaching media. (Author)

ED 144 415

FL 008 922

Garza, Sylvia Gil

Language Assessment Identifying LESA's.

Pub Date Oct 76

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bilingual Education, Child Language, *Diagnostic Tests, Educational Diagnosis, *English (Second Language), Identification Tests, Language Handicapped, Language Proficiency, *Language Tests, Mexican Americans, Primary Education, *Screening Tests, *Special Education, Testing, Test Reviews

Identifiers—*Del Rio Language Screening Test, Language Dominance

Numerous instruments used by school districts to assess language dominance are not designed to determine either language dominance or proficiency. Nor do they yield sufficient data for appropriate program placement. One example of such an instrument is the Del Rio Language Screening Test (DRLST), designed to screen children of three to seven years of age who may require special education programs, and not bilingual education programs. It is recommended for use with students in the following language groups: (1) English-speaking Anglo-Americans; (2) predominantly English-speaking Mexican Americans; and (3) predominantly Spanish-speaking Mexican Americans. The test is not designed to test language dominance; it is designed to diagnose disorders in language performance. In conclusion, it is not recommended that school districts use this measure to identify students for placement in bilingual-bicultural programs. Rather, this test should be used in connection with bilingual special education programs. (Author/AM)

ED 144 416

FL 008 924

Lister, Susan, Comp.

Potpourri of Foreign Language Aids, Vol. 3.

California Foreign Language Teachers Association.

Pub Date Apr 77

Note—100p.

Available from—Susan Lister, P.O. Box 5995, San Jose, California 95150 (\$3.25)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Audiovisual Aids, French, German, *Instructional Aids, Instructional Materials, *Language Instruction, *Language Teachers, Learning Activities, *Resource Materials, Second Language Learning, Spanish, Teacher Workshops, *Teaching Methods

This volume is a collection of articles, activities and resources in the foreign language field from both state and national sources. The collection deals with teaching methods, trends in the field, instructional materials, learning activities and creative student work. Various kinds of resources for foreign language teachers, including audiovisual aids and resource organizations, are also described, and addresses for information and ordering are provided. The chapter headings are as follows: (1) General Language; (2) Spanish; (3) French; (4) German; (5) Miscellaneous; (6) Summer Workshops; (7) Publications; and (8) Contributors. (CFM)

ED 144 417

FL 008 926

Helmer, Susan

Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1.

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Pub Date Apr 77

Note—5p.; Proceedings of the International Conference on Frontiers in Language Proficiency and Dominance Testing (1st, Southern Illinois University, Carbondale, Illinois, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, Child Language, Diagnostic Tests, Educational Diagnosis, *English (Second Language), Identification Tests, *Language Proficiency, *Language Tests, Language Usage, Screening Tests, *Spanish Speaking, Syntax, *Testing, Vocabulary

Identifiers—Bilingual Syntax Measure, Dos Amigos Verbal Language Scale, James Language Dominance Test, *Language Dominance, Pictorial Test of Bilingualism and Dominance

Assessment of the Spanish-speaking bilingual child's language dominance is essential to bilingual education, but to date there is no universally accepted way of doing this. There are many tests on the market which purport to measure language dominance and achievement, and which involve various criteria and methods. This paper describes four tests, each of which can be useful in contributing to an overall assessment of language dominance. The Bilingual Syntax Measure defines language in terms of phonemes, and is designed to measure oral proficiency in English and Spanish. The Dos Amigos Verbal Language Scale measures language development in English and Spanish separately. The James Language Dominance Test is designed to assess active and passive language dominance of kindergarten and first grade Mexican American children. The Pictorial Test of Bilingualism and Language Dominance measures oral vocabulary for both Spanish and English, as well as phonological, morphological, and syntactic development in both languages. (AM)

ED 144 418

FL 008 950

Townsend, David J.

Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies.

Pub Date 30 Apr 77

Note—22p.; Paper presented at the Annual Meeting of the New Jersey Linguistics Association (3rd, Princeton, New Jersey, April 30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Age Differences, Child Language, *Cognitive Processes, *Developmental Stages, *Language Development, Linguistic Theory, *Listening Comprehension, *Psycholinguistics, Sentence Structure, *Syntax

Identifiers—Clause Structure, *Comprehension Strategies

Recent work in syntactic theory has revealed that word order is more constrained in subordinate clauses, particularly nonasserted clauses, than in main clauses (Ross, 1973; Hooper & Thompson, 1973). On the other hand, main clauses are restricted in the extent to which they allow pronominalization and verb phrase deletion (Lakoff, 1968). These formal properties of language may be due to a strategy the listener uses during sentence comprehension: interpret the asserted (main) clause as soon as possible. Two psycholinguistic studies which support the use of this comprehension strategy are reported. The first indicates that adult listeners have better access to the meaning of main clauses during sentence comprehension. The second study examines developmental changes in the listener's access to the nonsemantic, verbatim form of the clauses of temporal and coordinate sentences. The results indicate a general tendency across ages to interpret main clauses more quickly than subordinate clauses, with a shift at the four-year level to interpret initial clauses, regardless of structural type, more quickly than final clauses. The two studies together are consistent with the hypothesis that differences in the form of main and subordinate clauses are a product of comprehension strategies throughout development. (Author)

ED 144 419

FL 008 951

Carter, Ralph M. Criscoe, Betty L.

A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children.

Spons Agency—Texas Tech Univ., Lubbock.

Pub Date 77

Note—46p.; Funded by College of Education, Texas Tech. University; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Bilingual Students, Elementary Secondary Education, Language Usage, Language Variation, *Mexican Americans, Reading Skills, Spanish, Teaching Methods, Testing, *Vocabulary, *Word Frequency, Writing, *Written Language

The present study concentrated on the writing vocabulary of Mexican American children (grades 1-8) in order to answer the following questions: (1) Are there regional differences in the writing vocabulary of Mexican American Children? (2) Is one justified in translating directly from English into Spanish? (3) Is there a need for the development of specialized Mexican American language materials? (4) Can an informal reading inventory be formulated so that the grade level can be determined when the child reads in Spanish? Participating schools were selected from the roster of federally funded ESEA Title VII Bilingual Education Programs for 1975. Only those schools which indicated a majority of Mexican American speakers were included. Major focus was on Illinois, Texas and California. From the writing samples submitted, a vocabulary for each grade was randomly selected. Tabulation of vocabulary was done by computer: (1) according to frequency, (2) by grade and state, (3) to compare grade levels across state regions, and (4) to determine differences in frequency of use in words. A comparison was made between the 1976 Criscoe list of English vocabulary and the present Mexican American vocabulary study. Results are discussed in terms of applications to the development of bilingual education programs, both testing and methodology, specifically meeting the needs of the Mexican American student. (Author/CLK)

ED 144 420 FL 008 956

Hoar, Nancy

The Influence of Sentence Type upon Paraphrase Strategy in Children.

Pub Date Mar 77

Note—16p; Paper presented at the Southeast Conference on Linguistics (16th, Greensboro, North Carolina, March 25-27, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Age Differences, *Child Language, Cognitive Processes, Developmental Stages, *Language Development, Language Patterns, Language Research, Language Usage, Linguistic Theory, *Nominals, Psycholinguistics, *Sentence Structure, Syntax, *Vocabulary

Identifiers—*Paraphrasing

The ability to produce and recognize paraphrases is necessary for a child's linguistic development. The purpose of this paper is to explain how three basic sentence types interact with age in determining the strategy a child uses in producing paraphrases. Three paraphrase strategies considered are lexical substitution, syntactic rearrangement, and a lexical-syntactic combination. Forty-eight children (grades one, three, five, and seven) produced paraphrases for eighteen sentences comprised of three sentence types: one core noun, two core nouns, and three core nouns. One-core noun sentences elicited attempts at lexical substitution with greater frequency than attempts at syntactic rearrangement or a combination strategy, but the rate of success was essentially the same for all three sentence types. Two-core noun sentences elicited attempts at syntactic rearrangement, but a syntactic strategy was more successful with one-core noun sentences at all grade levels. A combination lexical-syntactic strategy was also more successful with one-core noun sentences, but at all grade levels it was attempted most often with three-core noun sentences. These strategy attempts and success rates not only show that sentence type does influence paraphrase strategy; they also support the concept of a dynamic language acquisition process. (Author/CLK)

HE

ED 144 421 HE 008 982

Johansen, Robert Samuel, Patricia A.
Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.

Institute for the Future, Menlo Park, Calif.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Mar 77

Note—119p.

Available from—Institute for the Future, 2740 Sand Hill Road, Menlo Park, California 94025

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Decision Making, Demography, Economic Factors, Economics, Educational Innovation, *Educational Planning, Employment, *Futures (of Society), Higher Education, Organizational Effectiveness, Organizations (Groups), Political Influences, *Post Secondary Education, *Social Change, Social Influences

This handbook is addressed to organizations with goals related to post high school learning. Basic information is provided about future societal developments in the United States that should be taken into consideration in making organizational decisions. Some practical methods for long-range planning are also outlined. Four areas of societal change are considered: (1) demographics; (2) work; (3) political economy; and (4) "learning industries." In exploring the four areas of change, the likely trends in each are plotted and some possible sources of discontinuity are examined. The authors' judgments about these societal developments and their implications for postsecondary education are included as notes to the text. (MSE)

ED 144 422 HE 009 147

Perkins, John A. And Others

The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.

California Univ., Berkeley. Center for Research in Management Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 76

Grant—NM-39538

Note—59p.; This report was sponsored by the Research Management Improvement Program of the National Science Foundation

Available from—Research Management Improvement Project, 423 University Hall, University of California, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administration, Agencies, *Agency Role, *Federal Government, Federal Programs, *Higher Education, *Institutional Role, *Management, Operations Research, *Research, Research Projects

The University of California Research Management Improvement Project (RMIP) was initiated to point out federal requirements and their impacts on the educational institution. The findings are contained in nine separate reports covering case flow; environmental health and safety; federal procurement requirements; financial management: budgeting and reporting under federal contracts and grants; property management; proposal preparation, negotiation and award; protection of human subjects; and time and effort reporting. Within certain limits, the nature of and the variations in these requirements among the nine major funding agencies have been analyzed. Their relationships to the systems and objectives of both the institution and the funding agency have been considered. Each of the separate reports identifies research management problems resulting from certain requirements of selected federal sponsoring agencies; assesses the impact of those requirements on the institution; and, where appropriate, recommends standardization or modifications of the federal requirements in their implementation by the agencies or by the institutions. (JMF)

ED 144 423 HE 009 155

Field, Kenneth S. And Others

Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.

Forensic Sciences Foundation, Inc., Rockville, Md.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Mar 77

Grant—73-NI-99-0052-G

Note—123p.; Page 12 will not reproduce clearly due to size of print

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Anthropology, *Courses, *Criminology, Degree Requirements, Degrees (Titles), *Educational Programs, *Higher Education, *Law Enforcement, Police Action, Policy, Programs

Identifiers—*Forensic Science

This survey of the educational offerings in the Forensic Sciences was initiated to identify institutions and agencies offering educational courses and/or programs in the forensic sciences and to evaluate the availability of these programs. The information gathered by surveying members of the American Academy of Forensic Sciences reveals that comprehensive, degree-oriented educational programs in the various disciplines of the forensic sciences are extremely rare; many of the courses offered are on an introductory or survey level; advanced degree programs in Forensic/Analytical Toxicology are few; and educational offerings in Physical Anthropology are sparse with education in Forensic Anthropology virtually nonexistent. The authors recommend that a study be made of the need for degree programs in the forensic sciences; forensic science recruitment and counseling should be initiated at the college level; and information regarding educational opportunities in the forensic sciences should be made available to law enforcement agencies, criminalistics laboratories, medical examiner/coroner offices, district attorney offices, bar associations, court systems, and professional societies concerned with the various disciplines of the forensic sciences. (JMF)

ED 144 424 HE 009 176

ACUCAAA Handbook. Presenting the Performing Arts.

Association of Coll., Univ. and Community Arts Administrators, Inc., Madison, Wis.

Pub Date 77

Note—320p.

Available from—Association of College, University and Community Arts Administrators, Inc., P.O. Box 2137, Madison, Wisc. 53701 (\$25.00)

Document Not Available from EDRS.

Descriptors—*Administrative Principles, Administrator Guides, Bibliographies, Budgeting, Contracts, Directories, Facility Planning, Financial Support, Higher Education, *Management, Music Facilities, Organizations (Groups), Planning, *Program Administration, Publicize, *Theater Arts, Theaters, *Travel

The handbook for the performing arts administrator addresses many administrative problems of the touring performing arts: (1) planning (programming, residency, and a directory of agency/management exhibitors); (2) contracts and contract negotiation; (3) publicity and promotion; (4) tickets; (5) funding; (6) facilities management; and (7) additional sources of information and assistance. The contributors to the handbook are from organizations throughout the United States and Canada, and the discussions range in content from theory to administrative details and budgeting. (MSE)

ED 144 425 HE 009 195

University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.

Nevada Univ. System, Reno.

Pub Date Jun 77

Note—396p.; Some parts of text may be marginally legible

Available from—University of Nevada System Office, 405 Marsh Avenue, Reno, Nevada 89509

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—*Budgets, *Educational Finance, *Expenditures, *Higher Education, Income, *State Universities, Statewide Planning

Identifiers—*University of Nevada

This work program is for all budgeted funds of the University of Nevada System and includes the state appropriations and authorized expenditures for General University Operation; all estimative budgets for all funds with annual activity of \$3,000 or more, except gifts, scholarships, agency accounts, grants, and contracts; the Desert Research Institute Financial Plan; and a summary of all activity. (Author/JMF)

ED 144 426 HE 009 198

Ryan, John W.

Degree Designations at U.S. Graduate Schools.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date Sep 77

Note—9p.

Available from—Council of Graduate Schools in the U.S., One Dupont Circle, N.W., Suite 740, Washington, D.C. 20036

Journal Cit—Council of Graduate Schools in the United States Communicator; Special Report No. 11, September 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Degrees (Titles), *Doctoral Degrees, Graduate Study, *Higher Education, *Masters Degrees, *School Surveys, Surveys, Universities

A survey conducted among 460 institutions offering advanced degrees reveals the variation of graduate degrees presently awarded at the master's level and, to some extent, at the doctoral level. The survey identifies 203 different types of master's degrees offered including some offered by only one institution. Institutions surveyed are identified by control (public or private) and by highest degree offered. (JMF)

ED 144 427 HE 009 199

Latker, Norman J.
Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property.

Pub Date Jan 77
 Note—13p.; Paper presented at the annual Academic Planning Conference (Second, University of Southern California, Los Angeles, January 20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Federal Government, Federal Legislation, *Government Role, *Higher Education, Industrial Technology, *Industry, *Institutional Role, *Patents, Research, *Research Utilization, School Industry Relationship, Technological Advancement, Technology, Universities

The relationship of science to education, government, and industry has changed significantly in the last two centuries. These relationships are briefly outlined, including those in France, Germany, and Britain during the industrial revolution and beyond. During the nineteenth century applied science was in the forefront with the development of synthetic dyes, and penicillin, and antibiotics. The balance has shifted today so that research being conducted currently is more basic than applied. The problem today seems to arise in the transfer of the technology and the demand from government for better accounting of research funding. Universities could and must do more to interface and obtain the cooperative aid of sophisticated industrial developers in delivering fundamental innovations to the marketplace. Barriers to the transfer of technology include the protection of intellectual property rights. The conclusion is that to insure the correct property exchange from the fundamental innovator to the industrial developer at the right time, the innovating university must identify and establish rights in more intellectual property than it will exchange through the timely management and intelligent intellectual property policies. This can be accomplished by better awareness and use of current patent laws and rights. (JMF)

ED 144 428 HE 009 200

Latker, Norman J.
Current Trends in Government Patent Policy.

Pub Date Jun 77
 Note—15p.; Paper presented at the Conference on University Research Management (New York Univ., New York, June 6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Federal Government, *Federal Legislation, *Government Role, *Higher Education, Industrial Technology, *Industry, *Patents, Research, *Research Utilization, Technological Advancement, Technology, Universities

Government funded research is approaching 60 percent of the total research conducted in this country and is still growing as a percentage of the total. The government patent policy during the 1960s and 1970s is briefly outlined and shown as permitting the agencies to use their discretion to determine whether or not the normal incentives of the patent system should be applied. This cannot help but to undermine the integrity of our patent system if essentially all decisions result in Government ownership without further effort toward commercialization. Two alternate patent policies have been proposed and are discussed. The proposal favored at this time would establish a uniform Federal policy providing contractor retention of ownership of inventions resulting from Federally-sponsored research if they have sufficient interest to seek patent protection and declare an intent to commercialize the invention, subject to strong "march-in" rights in the Government. (JMF)

ED 144 429 HE 009 202

Latker, Norman J.
Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976.

Pub Date Sep 76
 Note—17p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Federal Government, Federal Legislation, *Higher Education, Industrial Technology, *Industry, Institutional Role, *Patents, Research, *Research Utilization, School Industry Relationship, Technological Advancement, Technology, *Universities

Identifiers—*Federal Role
 The testimony of the Patent Counsel for the Department of Health, Education and Welfare concerns patent protection that ought to be afforded to an industrial developer to assure use by or transfer to such a developer of inventive results of Department-sponsored research. The application of this policy to universities is discussed and the Federal Council on Science and Technology's Committee on Government Patent Policy recommendations are outlined. This includes providing the university the first option to ownership on inventions generated with Federal support, subject to certain limitations. Some basic premises regarding Federal support and university/industry relations and some primary problems that need to be overcome before optimum results in transferring technology could be achieved are also discussed. (JMF)

ED 144 430 HE 009 205

Flori, Clem, Ed. Thomas, Earl P., Ed.
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.

Princeton Univ., N.J.
 Pub Date Nov 76
 Note—217p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.
 Descriptors—Ancillary Services, Bibliographies, Booklists, College Admission, *Compensatory Education, Course Descriptions, Curriculum Guides, *Educationally Disadvantaged, Educational Objectives, *Educational Opportunities, Federal Programs, Foundation Programs, *Higher Education, *Low Income, Program Administration, Program Descriptions, Residential Colleges, Statistical Data, Summer Programs, Universities, Work Study Programs

Identifiers—*Princeton Cooperative School Program, *Upward Bound
 The Princeton Cooperative School Program (PCSP), an Upward Bound project at Princeton University, was initiated in 1964 and continued until October 1976. Program services were directed toward low-income, educationally disadvantaged, high potential adolescents, and the program's goal was to enlarge the pool of qualified, low-income, disadvantaged students accepted for admission to college. The 26-month period that the average student was involved with PCSP consisted of five program phases: (1) summer residence; (2) the junior academic year; (3) the second summer; (4) the second academic, or senior, year; and (5) the "bridge summer," or work-study. For each phase, program design and management, special services, and data concerning student participation are examined. Descriptions are given of selected courses. Appended are: statistical data, program and course evaluation forms and data, records of a sample course, and a sample reading list used. (MSE)

ED 144 431 HE 009 210

Smith, Patricia, Ed. Kent, Laura, Ed.
The Impact of the Basic Grant Program on the States.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Aug 77
 Note—96p.; Report on a seminar (February 1, 1977) Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
 Descriptors—Conference Reports, *Federal Aid, *Federal Programs, Government School Relationship, *Grants, *Higher Education, Professional Associations, Public Policy, School Policy, State Officials, Statewide Planning, *Student Financial Aid

Identifiers—*Basic Educational Opportunity Grants, College Entrance Examination Board, Maryland, Michigan, New York, Pennsylvania, Rhode Island

A seminar convened by the Policy Analysis Service brought together state and federal student aid officials, representatives of higher education associations, and analyst-researchers to address a number of issues related to the impact of the federal Basic Educational Opportunity Grant program on the states. Formal presentations included a historical overview of the Basic Grant program, descriptions of the current situation in five states (New York, Rhode Island, Maryland, Michigan, and Pennsylvania), and a report on the College Entrance Examination Board study of student aid. Among the issues discussed are: state policies as they relate to the grants program, unspent awards and overawards, the emancipated student, the impact of the awards on college decisions, estimating student need, getting students to apply, unrecognized impacts of the program, state funds, tuition pricing, and enrollment patterns and migration. The version of the seminar presented in the final report is condensed and edited from the transcripts, but includes discussions by participants. (MSE)

ED 144 432 HE 009 211

An Exploratory Study of Women in the Health Professions Schools. Executive Summary.
 Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76
 Contract—HEW-OS-74-291
 Note—16p.; For related documents, see HE 009 212-221

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Admission (School), *Affirmative Action, Dentistry, Equal Education, Females, *Health Occupations Education, *Health Personnel, *Higher Education, Legislation, Medical Education, Medicine, Pharmacy, *Professional Education, Professional Occupations, Public Health, Sex Discrimination, Sex Role, Student Recruitment, Veterinary Medicine, *Womens Education

Identifiers—Optometry, Osteopathy, Podiatry
 The study focused on eight health professions: medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, pharmacy, and public health. Its central tasks were to identify and explore the barriers to success that women face as medical/professional school applicants and students and to describe the discrimination process that limits women's entry into these professions. The study's purpose was to develop a set of conceptual models of the recruitment, admissions, and education systems to maximize equal opportunities for women and to encourage their success. These efforts were generated by concern over the underrepresentation of women as practitioners in these eight fields, and the suggestion is made that the schools' policies and practices and the professions' structures and histories may help explain this situation. Recommendations are made for legislation concerning health manpower and student financial aid, for criteria or research, policy, and program activities, and for the professional training sequence. (MSE)

ED 144 433 HE 009 212

An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations.
 Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76
 Contract—HEW-OS-74-291
 Note—467p.; For related documents, see HE 009 211 and HE 009 213-221; Some parts of document may be marginally legible when reproduced

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.
 Descriptors—Administrator Attitudes, Admission (School), *Affirmative Action, Dentistry, Equal Education, Females, *Health Occupations Education, Health Personnel, Interviews, Legislation, Manpower Development, Measurement

Instruments, Medical Education, Medicine, Models, Pharmacy, Policy Formation, *Professional Education, Professional Occupations, Public Health, Research, *Sex Discrimination, Sex Role, Statistical Data, Student Attitudes, Student Financial Aid, Student Recruitment, Teacher Attitudes, Veterinary Medicine, *Womens Education

Identifiers—Optometry, Osteopathy, Podiatry

The study focused on women's education in eight health professions: medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, pharmacy, and public health. Its central tasks were to identify and explore the barriers to success that women face as school applicants and students. Almost 600 interviews were conducted with administrators, faculty members, and students in 27 schools, and were supplemented by over 60 student group interviews. In the final report are included: a detailed description of the study design; its findings and conclusions concerning the relationships of women with the professions and the schools, seven key resources for increased access to this education, and barriers faced by women in the professional training sequence; conceptual models for success in recruitment, admissions, and professional education, and strategies for testing the models; and recommendations for affirmative action enforcement, health manpower legislation, student financial aid, future research, policy, and future program efforts. Extensive data tables and measurement instruments are included. (MSE)

ED 144 434 HE 009 213

An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—HEW-OS-74-291

Note—236p.; For related documents, see HE 009 211-221; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Administrator Attitudes, Admission (School), Females, Health Occupations Education, Higher Education, Interviews, *Medical Education, Medical Schools, *Medicine, Professional Associations, *Professional Education, *Professional Occupations, Sex Role, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, *Womens Education

As part of a larger study of the success of women as applicants to and students in the schools of eight health professions, the study of women in medicine has three purposes: (1) to give a brief introduction to the profession, with a sense of the profession's history, work focus, organization, and women's roles and status in it; (2) to give recommendations addressing the problems women experience that are unique to the profession and that are best considered for implementation by the schools themselves or by key professional associations; and (3) by the use of extensive direct quotes from field interviews with administrators, faculty, and students, to vividly describe women's experiences that are not shared by men in the professional training sequence. Some statistical tables are included. (MSE)

ED 144 435 HE 009 214

An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—HEW-OS-74-291

Note—110p.; For related documents, see HE 009 211-221; Some parts of text may be marginally legible when reproduced

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Attitudes, *Admission (School), Females, Health Occupations, Higher Education, Interviews, *Medical Education, *Medical Schools, Professional Associations, *Professional Education, Professional

Occupations, Sex Discrimination, Sex Role, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, *Womens Education

Identifiers—*Osteopathy

As part of a larger study of the success and problems of women as applicants to and students in the schools of eight health professions, the study of osteopathic medicine involved interviews with administrators, faculty, and medical students. Its central purpose was to identify any characteristics of the profession—in its history, organization, and any other important features—that might contribute to an understanding of the role and status of women in it, and the barriers faced by women in the profession's schools. An introduction to the profession of osteopathy gives a sense of its history, work, focus, organization, and women's status in it. Included in addition are a short set of recommendations for the schools and associations, and direct quotes from the interview, giving a vivid description of some of the unique problems encountered by women in osteopathy. Some statistical tables are included. (MSE)

ED 144 436 HE 009 215

An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—HEW-OS-74-291

Note—149p.; For related documents, see HE 009 211-221; Some parts of text may be marginally legible when reproduced

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administrator Attitudes, Admission (School), *Dental Schools, *Dentistry, Females, Health Occupations Education, Higher Education, Interviews, Professional Associations, *Professional Education, Sex Discrimination, *Sex Role, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, *Womens Education

As one segment of a larger study of the barriers faced by women in the schools of eight health professions, the study on dentistry had as its central purpose the identification of any characteristics of the profession that affect the role and status of women in dentistry and in dental schools. Information was gathered through interviews with administrators, faculty, and students of the schools. From this information and from statistical and historical data are drawn the report's three principal components: (1) an overview of the profession's history, work focus, and organization, and the role and status of women within it; (2) a set of recommendations addressing the unique problems faced by women, that can best be dealt with by the schools or the professional associations; and (3) extensive use of direct quotes giving a vivid description of the barriers women applicants and students face in dental schools. Some statistical tables are included. (MSE)

ED 144 437 HE 009 220

An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—HEW-OS-74-291

Note—95p.; For related documents, see HE 009 211-221; Some parts of text may be marginally legible when reproduced

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, Admission (School), Females, *Health Occupations Education, Higher Education, Interviews, Professional Associations, *Professional Education, *Public Health, *Sex Discrimination, Sex Role, Statistical Data, Student Opinion, Tables (Data), Teacher Attitudes, *Womens Education

As part of a larger study of the barriers to women in the schools and practice of eight health professions, the study on women in public health involved extensive interviews with administrators, faculty, and students in the professional schools. From this and other data gathered emerge the three components of the report: (1) an overview of the profession—its history, organization, work focus, and the role and status of women in it; (2) recommendations concerning some of the problems women face, that can best be addressed by the schools themselves or the professional associations; and (3) direct quotes from the interviews that illustrate the unique experiences of women and the extent to which these experiences serve as barriers to success in the schools. Some data tables are included. (MSE)

ED 144 438 HE 009 221

An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography.

Urban and Rural Systems Associates, San Francisco, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 76

Contract—HEW-OS-74-291

Note—112p.; For related documents, see HE 009 211-220

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Annotated Bibliographies, Bibliographies, Careers, Dentistry, *Females, *Health Occupations Education, Legislation, *Medical Education, Medicine, Pharmacy, *Professional Education, Public Health, Sex Discrimination, Sex Role, Sex Stereotypes, Veterinary Medicine, *Womens Education

Identifiers—Optometry, Osteopathy, Podiatry

The bibliography is part of an extensive study of the barriers to women's success in the schools and practice of eight health professions. It divides resources into 14 segments: one covers the health professions in general; one treats women and careers in general; one is devoted to each of eight health professions (medicine, osteopathic medicine, dentistry, veterinary medicine, optometry, podiatry, pharmacy, and public health); a section covers research on women's socialization and roles, sex stereotyping, and the nature of discrimination; one lists important legislation having to do with women, higher education, and the law; one section covers general information sources; and an annotated bibliography is provided for the major resources used in the study. (MSE)

ED 144 439 HE 009 222

Lawrence, G. Ben, Ed. Service, Allan L., Ed.

Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4, 1977.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date 77

Note—102p.; Marginal legibility due to small print

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50; \$2.50 for members)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Principles, Administrative Problems, Cost Effectiveness, *Educational Accountability, *Educational Administration, Educational Quality, *Higher Education, *Management, Measurement Techniques, Research Needs, Resource Allocations

When resources are plentiful most enterprises flourish, including higher education, and the need for making difficult management decisions is not so pressing. In the late 1960's and early 1970's competing priorities for available resources, demographic forecasts of sharply declining enrollments among traditional college age populations, and public debate about the benefits of higher education have brought about an increased awareness that higher education institutions require effective management. Skepticism about employing quantitative management techniques to measure the essentially qualitative process of

higher education has resulted in increased external pressures for better accountability methods. This has prompted higher educational institutions to try a variety of quantitative management approaches that draw on fields such as economics, mathematics, statistics, engineering, information science, and psychometrics. The higher education manager must continually seek to blend the universe of human values, preferences, aspirations, and interpersonal dynamics with the universe of things, facts, dollars, resources, and constraints. The educational research community must provide conceptual leadership in the development of appropriate measurement techniques or the void will be filled by those who have less understanding and support for education's intrinsic goals. (Editor)

ED 144 440 HE 009 223

Trachtenberg, Francine Zorn. Richter, Melissa Lewis

Women and Career Options. Expanding Career Opportunities for Women in Higher Education. Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date May 76

Note—237p.

Available from—Women and Career Options, 275 Goddard Avenue, Brookline, Mass. 02146

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Bibliographies, Career Exploration, Career Planning, *Careers, *College Faculty, Educational Administration, Faculty Fellowships, Females, *Higher Education, Internship Programs, *Sex Role, *Vocational Development, Women Professors, *Women Education

Identifiers—Boston College MA, Brandeis University MA, Hampshire College MA, Massachusetts Institute of Technology, University of Massachusetts Amherst, University of Massachusetts Boston

During the past several years, the place of women in American life has emerged as an issue of increasing importance and visibility. However, even though the struggle for women's rights has yielded considerable gains and affirmative action plans have served to accelerate the integration of women into the work force, the goal of full and equal opportunity for women is far from being an accomplished reality. Despite the magnitude of the problem, most colleges and universities have done relatively little to serve the particular needs of women undergraduates in this era of changing role perceptions. Similarly, women faculty are subject to the same problems that face most women professionals. In response to the perceived need to develop support services for undergraduate women interested in pursuing careers in nontraditional fields, to stimulate the integration of women faculty members into the university decision-making process, and to determine the impact of the collegiate environment on the future life plans of women undergraduates, the Carnegie Corporation funded a feasibility study for a project to address these goals. On the basis of its results, the foundation funded a two-year project in six institutions: Boston College, Brandeis University, Hampshire College, Massachusetts Institute of Technology, and the University of Massachusetts at Boston and at Amherst. On each campus an office was opened, a program of female faculty fellows was established, and a program of student internships for women in non-traditional career fields was developed. In the final report, a bibliography, data tables, and project questionnaires are included (MSE)

ED 144 441 HE 009 224

Overgaard, Herman, Ed.

Problems of Social Science Research at Smaller Canadian Universities.

Canadian Social Science Research Council, Ottawa (Ontario).

Pub Date Oct 74

Note—66p.; Report of a workshop (Montreal, October 16, 1974); Parts of this document may be marginally legible due to light type

Available from—Social Science Research Council of Canada, 151 Slater St., Ottawa, Ontario K1P 5H3

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Facilities, *Foreign Countries, Higher Education, Research, *Research Needs, *Research Opportunities, *Research Problems, *Small Colleges, *Social Science Research, Undergraduate Study, *Universities

Identifiers—*Canada, *Small Colleges

The workshop was convened by the Social Science Research Council of Canada as part of its annual meeting. Its purpose was to explore the possible usefulness of a large-scale conference on the same topic. The three papers presented are included in the final report: (1) social science research needs of smaller Canadian universities (John T. Sears); (2) social science research in small Canadian universities (John R. Hoxley); and (3) the problems of social science research in small or new Canadian universities (in French, Andre Bernard). In the papers and the discussion that followed, an assumption was borne out: that little social science research is effectively carried out in these institutions. Additionally, it was also seen that there is in the smaller institutions a growing conflict between increasing pressure for more research activity and the inadequacies of the current situation for conducting research. Two factors are identified as accounting for the difficulty in conducting research: (1) the virtually exclusive undergraduate teaching orientation of the institutions, and (2) their lack of research facilities. (MSE)

ED 144 442

Rose, Clare

Faculty Evaluation in an Accountable World: How Do You Do It?

Pub Date Mar 76

Note—17p.; Address at the national conference of the American Association for Higher Education (Chicago, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, Dental Schools, *Educational Quality, Evaluation Criteria, Evaluation Methods, *Faculty Development, *Faculty Evaluation, *Higher Education, *Instructional Improvement, Performance Based Teacher Education, Systems Approach, *Teacher Improvement, *Teaching Quality

Identifiers—University of California Los Angeles

As the accountability movement has brought forth renewed interest in the quality of teaching and new demands for faculty evaluation, it could be expected that the relationship between the two would have created the foundation for a rigorous program of faculty evaluation. Instead, educators continued a fruitless search for qualities and behaviors that defined the perfect teacher. In the meantime, we have lost our perspective about the function of faculty and the real purpose of higher education, and similarly, about the purpose of faculty evaluation. Evaluation is not an end in itself; it is the means to improving instruction, to providing a better education for our students. It must be recognized that higher education is accountable first to the students for high quality instruction. There is a variety of sources of evaluative data, each source having certain limitations. In the UCLA School of Dentistry an ongoing, systematic, and comprehensive program of teaching and curricular evaluation has been established that uses the criterion-referenced system of instruction and measurement, supplemented informally by other, more traditional measures. An instructional development program for faculty is an integral part of the evaluation system, making available the kind of help that will enable them to maximize attainment of their contracted responsibility. Unless colleges and universities today make similarly serious commitments to improving instruction and evaluating teaching by providing substantial financial and personnel support, higher education may never recover its former importance and respect in society. (Author/MSE)

ED 144 443

Nyre, Glenn F.

A View from the Top Looking Sideways: Professional Schools and Professional Development.

Pub Date Oct 76

Note—15p.; Paper presented at the POD Network Faculty Development Conference (Arlie, Virginia, October 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Curriculum Development, *Dental Schools, Educational Quality, *Faculty Development, Global Approach, Higher Education, *Instructional Improvement, Models, *Professional Education, Systems Approach

Identifiers—*University of California Los Angeles

The problems that pervade professional schools are not dissimilar to those of undergraduate education. Graduates emerge from both with questionable levels of preparation; also, similar problems exist in professional development and

curricular improvement. However, three major differences are found between these two levels of education with respect to organizational change and renewal, curricular modification, and professional development: (1) some professional schools at major universities rival undergraduate athletics in pride among alumni, faculty, students, and administrators; (2) professional schools' overall visibility and the more immediate and publicly accepted contributions of their graduates have made them much more attractive for funding by the government and private foundations; and (3) they are so fragmented in their specialties that they view their students and the professions fragmentally, and that attitude spills over into curricular and faculty development. Faculty development has become big business, but the means have become confused with the ends, and the basic goal of improving educational quality has been lost. The institutional change project at the UCLA School of Dentistry, using the systems approach, was developed to establish the kind of environment that would best facilitate and be most relevant to the process of faculty and instructional development. The faculty were involved in a goal-setting process, and this participation fostered enthusiasm for further development. Faculty development can be most effective and productive when it is part of an overall institutional scheme for the improvement of teaching and learning. (MSE)

ED 144 444

Rose, Clare Nyre, Glenn F.

Faculty Development in Perspective: A Systems Concept.

Pub Date [77]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Faculty, *Curriculum Development, Dental Schools, Developmental Programs, *Faculty Development, *Higher Education, *Instructional Improvement, Professional Education, Program Design, State Colleges, State Universities, *Systems Approach

Identifiers—*California State University and Colleges, Multicampus Colleges, *University of California Los Angeles

In spite of extensive activity in faculty development around the country, no replicable programs have been developed, no viable conceptual models have been formulated, and no guidelines to assist program planners have emerged. Whatever evaluative information has been offered to attest to the results of programs has usually been based on unreliable, inferential, subjective, and unsystematically collected data. Faculty development has become an end in itself, and if the current messy state continues it is destined to fulfill the prediction of many and become just another fad. What most so-called faculty development experts and theorists seem to forget is that higher education is a system. If the school as a system does not achieve its objective—if the students are not learning adequately—the school must be redesigned until it does. Two comprehensive efforts at professional development serve as examples of such redesign: the Center for Professional Development, established in the office of the chancellor of the California State University and Colleges and encompassing a variety of programs on six campuses; and an institutional change project at the UCLA School of Dentistry. The implementation was different in the two situations, but each project treated the school as an entity within which functions can be reorganized. (Author/MSE)

ED 144 445

Rose, Clare

The Pathways and Pitfalls to Instructional Improvement.

Pub Date Apr 77

Note—14p.; Paper presented at Southern Illinois University (April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Development, Dental Schools, *Experimental Programs, *Faculty Development, *Higher Education, Institutional Research, *Instructional Improvement, Professional Education, State Colleges, State Universities, Student Evaluation of Teacher Performance, *Systems Approach

Identifiers—*California State University and Colleges, Multicampus Colleges, *University of California Los Angeles

Two kinds of efforts at instructional improvement in higher education, student evaluation of teachers and faculty development programs on campuses, fall short of reaching their theoretical goals. Student evaluations are neither reliable nor valid measures of a teacher's instructional effectiveness. Some of the items included in such questionnaires address only symptoms of instructional problems and not underlying causes, and others ignore the fact that learning and not teacher characteristics is the most important objective. Similarly, almost anything that a faculty member does outside the classroom is now called faculty development, but in this melange, most development programs have little potential for contributing significantly to instructional improvement. Two projects have been developed using a rigorous and systematic approach to this problem: the Center for Professional Development with pilot programs on six campuses of the California State University and Colleges; and a comprehensive program at the UCLA School of Dentistry. In the multicampus project, a variety of efforts were undertaken on different campuses: narrowly-focused faculty workshops, development of self-appraisal instruments, course and curricular materials development, institutional research projects, and a program for administrators only. It is felt that little change occurred or was initiated in this project. At UCLA, however, a non-fragmented, comprehensive faculty development and instructional improvement program addressing institutional goals is felt to be a success. The key is that the school as an organization, including both faculty and administration, accepted responsibility for the consequences of its educational programs. (MSE)

ED 144 446 HE 009 229

Rose, Clare Nyre, Glenn F.

From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.

Pub Date May 75

Note—10p.; Address at the International Conference on Improving University Instruction (Heidelberg, W. Germany, May 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Innovation, *Faculty Development, Federal Aid, Financial Support, Foundation Programs, Higher Education, *Instructional Improvement, Instructional Innovation, Research Projects, *State Colleges, *State Universities, *Statewide Planning

Identifiers—*California State University and Colleges, Multicampus Colleges

In the flush of the academic bull market of the 1960's a few perceptive writers called for a reexamination of higher education's mission, institutional goals, and the need to improve the quality of college and university instruction. But by and large these cries went unheard in the cacophony of academic inertia. In the mid-70's a crisis in higher education has spawned major efforts at planned change throughout the country, and in California a fund was established for educational innovation, supported by state and private monies. In that state single-campus and multicampus projects have been willingly undertaken, and thousands of faculty and administrators have participated in related activities. There is increasing evidence that innovations instituted by faculty members with the assistance of this fund are stimulating other faculty to try out new teaching techniques. Centralization of the fund's administration in the office of the chancellor has contributed both efficiency and focus to the programs. However, several problems must be addressed for maximum impact in the future: assurance of special funding; the task of extending, refining, and institutionalizing innovation; and maintaining enthusiasm for innovation and the commitment to evaluation. An example of the California system's commitment to broad-based change and instructional improvement is the Center for Professional Development, established with system and federal funds to coordinate, guide, evaluate, and test alternative types of faculty development programs in the system. (MSE)

ED 144 447 HE 009 230

Rose, Clare Nyre, Glenn F.

Policy and Evaluation in the Health Professions.

Pub Date Oct 76

Note—9p.; Paper presented at the Aspen Biosciences Communication Seminars (Aspen, Colorado, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Curriculum Evaluation, Delivery Systems, *Educational Objectives, Faculty Evaluation, Health Occupations, *Health Occupations Education, Instructional Improvement, *Medical Care Evaluation, *Policy Formation, *Quality Control, Teacher Improvement

In the mid-1970's there has been phenomenal growth in the number of curricular programs offered and subsequent enrollments of students in the health professions. At the same time, there is a growing discrepancy between the quantity of these programs and the quality of the health care delivery system in the United States. Policy in the health professions is overly concerned with the numbers game, while the quality of training programs has gone unchallenged. Medical faculty, like others in higher education, generally receive no training as teachers during their graduate programs, and are rewarded primarily for their research productivity and professional stature. We must now focus primarily on the clarification of the goals of the country's health care program and the immediate objectives of health training programs. This policymaking process should include practitioners, professors, politicians, and the public. At the moment, too much policy is being made and too little evaluation undertaken in health care education, management, and delivery. (MSE)

ED 144 448 HE 009 231

Rose, Clare

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

Pub Date Oct 76

Note—8p.; Paper presented at the POD Network Faculty Development Conference (Airlie, Virginia, October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developmental Programs, *Educational Improvement, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, Higher Education, *Professional Continuing Education, *Program Evaluation, Statistical Analysis, Systems Approach

Identifiers—*Holistic Approach

Evaluation is as basic to professional development as it is to education. Unfortunately, systematic evaluations of professional development programs are rarely, if ever, undertaken. Professional development has become polluted by extraordinarily presumptuous rhetoric about the intrinsic value of "development." In the recent flurry of activity those involved in or developing such programs are preoccupied with program activities, or processes, and have lost sight of the real goal of educational improvement. Most have forgotten that higher education is a system and must be approached as such. For far too long evaluation has been presented as polar—either strictly quantitative or strictly impressionistic. In fact, neither methodology is adequate by itself. Quantitative evaluation pays no attention to the merit of established program goals and gives no consideration to the configuration of people, events, processes, and practices that characterize the environment in which a program operates; evaluations yielded tend to be voluminous but dull, insensitive, technical reports. The other approach concentrates solely on program processes, eschewing judgments about the program's worth. Holistic evaluation, a hybrid of the two approaches, is an eclectic approach that includes process and product, description and quantification and goals and attitudes. This comprehensive approach is particularly well suited to the myriad of programs for professional development. (MSE)

ED 144 449 HE 009 232

Perspectives for the Future System of Higher Education.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

Pub Date Apr 76

Note—152p.; Report of the Hiroshima International Seminar on Higher Education (Hiroshima City, Japan, April 1976); Statistical sections may be marginally legible due to small type

Available from—Research Institute for Higher Education, Hiroshima University, Hiroshima, Japan

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Access to Education, Conference Reports, Educational Change, *Futures (of Society), *Higher Education, International

Education, *Organization, *Organizational Effectiveness

Conference speakers addressed four themes: (1) higher education in transition (2) access to education; (3) structure; and (4) the future system of higher education. In the first session, addresses were: higher education in transition (Shigeto Tsuru); and ice age or new horizons (Clark Kerr). In the second session, they were: access versus admission (Isao Amagi); and access to mass higher education (Torsten Husen). The third session's addresses were: the European structure of higher education (Henri Janne); and strains in the growing structure (Michiya Shimbori). The concluding session was a discussion of the previous topics, with Toshiya Abe and Harlan Cleveland as rapporteurs, and summaries are given. (MSE)

ED 144 450 HE 009 233

Clark, Duncan W., Ed.

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6.

Association of Schools of Public Health, Washington, D.C.; Association of Teachers of Preventive Medicine, Denver, Colo.; Fogarty International Center (DHEW/PHS), Bethesda, Md.

Report No.—DHEW-NIH-76-880

Pub Date 76

Note—155p.; Report of three conferences sponsored by the Fogarty International Center for Advanced Study on the Health Sciences, the Association of Teachers of Preventive Medicine, and the Association of Schools of Public Health

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-053-00052-3, \$5.20)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Community Health, Curriculum, Demography, Disease Control, Educational Objectives, Educational Resources, Health Occupations Education, *Interinstitutional Cooperation, *Medical Education, *Preventive Medicine, *Public Health, Undergraduate Study

The monograph is one of the Fogarty International Center Series on the Teaching of Preventive Medicine, undertaken to: (1) review and evaluate the state of the art of prevention and control of human diseases; (2) identify deficiencies in knowledge requiring further research (including analysis of financial resources, preventive techniques, and manpower); and (3) recognize problems in applications of preventive methods and suggest corrective action. In it is described the interdependent relationships between schools of public health and departments of preventive and community medicine, two organizations that can productively collaborate in promoting the health of individuals and the community they live in. Also included are discussions of: the content and objectives of undergraduate training; orienting the medical student toward disease prevention and health maintenance; methods of teaching and concepts of epidemiology and demography needed to understand the disease patterns in population groups; and resources in the medical school and the community that can be used in teaching preventive medicine. The monograph is addressed to students and teachers and intended for use as a reference source. (Author/MSE)

ED 144 451 HE 009 234

Wade, George H. And Others

Fall Enrollment in Higher Education, 1975. Summary Report.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-77-342

Pub Date 77

Note—250p.; Best available copy

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01859-4)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Students, Comparative Statistics, *Enrollment, Females, Growth Patterns, *Higher Education, Males, *National Surveys, Part Time Students, Private Colleges, Questionnaires, School Statistics, State Colleges, State Universities, *Statistical Data,

*Student Characteristics, Tables (Data), Universities
Identifiers—*College Characteristics, Full Time Students, United States

Questionnaire-derived data in this report are directly comparable to data published for both 1973 and 1975. The fall 1975 college and university enrollment statistics show a 9.4 percent rise, the third consecutive year of an accelerating rate of growth. In addition to one institutional listing with summary enrollment data, this report includes tabulations aggregated by state and by control and level of institution. A number of simple tables and graphs present selected enrollment data in the brief text at the beginning of the report. Survey background and the survey report form are appended. (Author/LBH)

ED 144 452 HE 009 235
Perspectives and Plans for Graduate Studies. 19. Mathematical Sciences 1975.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning. Pub Date 77
Note—214p.

Available from—Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00, check payable to C.O.U. Holdings Ltd.)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Doctoral Programs, Employment Patterns, Employment Projections, Enrollment Projections, *Foreign Countries, Graduate Students, *Graduate Study, Higher Education, Masters Degrees, *Mathematics Curriculum, *Mathematics Education, Needs Assessment, Persistence, *Statewide Planning, Universities
Identifiers—*Ontario

A planning study for graduate study in the mathematical sciences in Ontario undertaken in 1976-77 resulted in some general and specific observations about the Ontario universities. In general, graduate work in the mathematical sciences is of good quality, and most fields of mathematics are completely covered in one or another university; some fields are identified for further development. Enrollment projections are considered to be in balance with the number of graduates and job opportunities, although enrollment-to-graduation ratios are low for doctoral students. It is recommended that the universities carefully watch enrollment/graduation data and the employment market for changes. It is also felt that part-time study be made available at the master's level when feasible. Specific recommendations are made for the individual universities' program development efforts. (MSE)

ED 144 453 HE 009 236
Hollis, Coy, Ed. And Others
Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.

Tennessee Higher Education Commission, Nashville; Tennessee State Board of Regents, Nashville; Tennessee Univ., Knoxville.

Pub Date Jul 77
Note—92p.; Proceedings of the second annual Tennessee Symposium on Higher Education (Murfreesboro, February 1977)

Available from—Tennessee Higher Education Commission, 570 State Office Bldg., Nashville, Tenn. 37219

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Students, Credentials, *Educational Change, Educational Quality, *Enrollment Trends, *Futures (of Society), *Higher Education, *Nontraditional Students, Performance Based Education, *Social Change, *Student Characteristics

Three concerns were the focusing points for the conference: (1) the impact the continuing change in the student population has on the faculty; (2) the implications for higher education and society in general with respect to increasing demands for the credentialing of professional competency; and (3) the ways in which higher education can respond to a wide diversity of needs and at the same time maintain academic quality. Addresses touched on the topics of new learners and their impact on education (Patricia K. Cross); professional competency and societal credentialing (Cyril O. Houle); diversity of response and maintenance of quality in higher education (Morris T. Keeton); issues and answers, a panel discussion; and perspectives (John Richardson and Hilton Smith). (MSE)

ED 144 454 HE 009 237
Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.

South Carolina Commission on Higher Education, Columbia; South Carolina Medical Univ., Charleston. Area Health Education Center.

Pub Date Jun 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Certification, *Coordination, Curriculum, Educational Planning, Health Education, Health Occupations, Health Personnel, Health Services, *Higher Education, *Nutrition, *Nutrition Instruction, *Statewide Planning

The staff of the South Carolina Commission on Higher Education involved with health affairs convened a group of leaders in the field of nutrition from throughout the state in a meeting at South Carolina State College in Orangeburg. The participants were representative of the broad spectrum of contributors to the improvement of the status of nutrition in South Carolina through education, administration, or delivery of nutritional care. The remarks of each of the 18 participants are outlined and a summary of the ideas that emerged from the discussions is given. (JMF)

ED 144 455 HE 009 239
The Intra-European Mobility of Undergraduate Students.

European Cultural Foundation, Amsterdam (Netherlands).

Spons Agency—Commission des Communautés Européennes (Luxembourg).

Pub Date Dec 75

Note—77p.; Best copy available

Available from—Institute of Education of the European Cultural Foundation, Université Paris IX-Dauphine, P.L.Du MI-de-Lattre-de Tassigny, 75116 Paris, France

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Access to Education, Admission (School), Cooperative Planning, *Foreign Countries, Foreign Student Advisers, Foreign Students, Higher Education, *Interinstitutional Cooperation, *International Educational Exchange, *Student Exchange Programs, *Student Mobility, *Study Abroad, Undergraduate Students

Identifiers—Belgium, Denmark, *Europe, France, Great Britain, Ireland, Italy, Netherlands, West Germany

Undergraduate student mobility in Europe, which is seen as a desirable objective by the European communities, is examined in this study. The idea of mobility includes a term or year of study in a foreign country as well as stays of a month or two resulting from inter-university agreements or twinning schemes, or even periods of training that round off the requirements for certain diplomas. This report deals with: the motivations underlying undergraduate student exchange; the less-than-satisfactory level of student exchange; obstacles to the free circulation of students; and organized mobility. A pragmatic policy is proposed, including the development of a practical guide for students containing information on admission requirements; a summary of the university systems; courses, grades, and diplomas; cases of equivalence; scholarships; and advisory agencies. Included are draft proposals for: establishment of a consultative committee; improvement of relevant statistical information; the level of British enrollment fees for other EEC students; equality of access to higher education for the children of migrant workers; and time allowances for periods spent abroad for purposes of study. (Author/LBH)

ED 144 456 HE 009 240
Rolf, Carol Strenglein, Denise
A Study of Engineering Students.

University of South Florida, Tampa. Office of Institutional Research.

Pub Date Jul 77

Note—36p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Black Students, College Freshmen, *Comparative Analysis, Dropouts, *Engineering Education, *Grade Point Average, Grades (Scholastic),

Higher Education, Institutional Research, Statistical Data, *Student Characteristics, Tables (Data), *Transfer Students, Undergraduate Students

Identifiers—*University of South Florida

The undergraduate student body in the College of Engineering at the University of South Florida was studied to determine if there were significant differences in the grade-point ratios (GPRs), withdrawals, and forgivenesses of students in several categories. (The forgiveness policy permits a student to repeat a course and have that grade computed in his GPR in place of the original.) The categories are: first-time in college students beginning in engineering programs (FTIC); first-time in college students beginning in nonengineering programs (FTIC- other); Florida public junior college transfers with associate degrees (AA Transfers); other Florida transfers; out-of-state transfers; and all other students. Results show that the GPR of FTIC was significantly higher than the GPR of AA Transfers, but the GPR of Other Transfers was not significantly different from the GPR of FTIC or AA Transfers. On Withdrawals and Forgivenesses, FTIC did somewhat better than AA Transfers, but the differences were not consistently significant. Other Transfers were not consistently different from FTIC or AA Transfers. Graphs and tables are included. (Author/LBH)

ED 144 457 HE 009 241
Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities.

Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—POO-75-0400

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Black Education, *Black Institutions, Career Opportunities, *College Role, Conferences, Educational Demand, Educational Finance, *Educational Supply, Enrollment Trends, Graduate Students, *Graduate Study, Higher Education, *Manpower Needs, Research, School Community Relationship

Representatives of 28 of the 33 predominantly black institutions met at the Working Conference-Meeting of Deans of Black Graduate Schools, held in Washington, D.C., April 28-30, 1975. This report presents highlights of their examination of these nine major questions: (1) During these times of integration, compliance, and affirmative action, why the emphasis on black graduate education? (2) What will be its role in providing new career opportunities for its potential clients? (3) Is the lack of financial aid a problem related to maintenance of quality education at black graduate schools? (4) What is unique and vital about black graduate schools? (5) Is community service a high priority at black graduate schools? (6) Are resources adequate? (7) Are the schools research-oriented? (8) How can we justify increasing manpower production in black graduate schools? (9) What projected estimates for graduate education at predominantly black colleges and universities can be made based on current trends? Recommendations are made that cover international education, research, medical and health manpower needs, alumni, continuing education seminars for federal personnel, national committee and advisory board appointments, cooperative arrangements, and projected development through 1980. (Author/LBH)

ED 144 458 HE 009 243
Abraham, A. A.

Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen.

Florida A and M Univ., Tallahassee.

Pub Date Apr 77

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Attitudes, *Biographical Inventories, *Black Colleges, *College Freshmen, *Demography, *Higher Education, Individual Characteristics, Land Grant Universities, *National Norms, Opinions, Questionnaires, Student Attitudes, Students

Identifiers—Cooperative Institutional Research Program, *Student Information Form
Florida Agricultural and Mechanical University (FAMU) was one of 393 institutions of higher education throughout the country that administered the Student Information Form (SIF) in the Cooperative Institutional Research Program,

sponsored by the American Council on Education (ACE) and the University of California at Los Angeles (UCLA). The SIF was completed by 75 percent of the first-time freshmen at FAMU (742 students). The information regarding FAMU freshmen is compared to the national norms. The form contains 57 biographical information items, including demographic data, high school preparation, trait self-ratings, reasons for deciding to go to college, educational plans, career plans, financial aid status, and sources of financial support. Some discussion of the variations from the norms registered by FAMU freshmen is offered. (JMF)

ED 144 459 HE 009 244

Doyle, Richard J. Yantis, John
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date 77

Note—18p.

Available from—Dr. Richard J. Doyle, Institute for Personal and Career Development, Rowe Hall, 128N, Central Michigan University, Mount Pleasant, Michigan 48859

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adult Education, Cognitive Development, Continuing Education Centers, Continuing Education Units, *External Degree Programs, *Higher Education, Memory, Prediction, Problems, Program Length, Retention, Retention Studies, *Schedule Modules, *Scheduling, Student Attitudes, Teacher Attitudes, Units of Study

Identifiers—*Institute for Personal and Career Development MI

Intensive scheduling has been shown to be an effective educational medium. The Institute for Personal and Career Development at Central Michigan University has developed an external degree program for adults that uses various innovative approaches including intensive scheduling. Several scheduling patterns are offered. A number of studies have directly and indirectly investigated various aspects of intensive scheduling. The results of these studies are presented and include those concerning short-term cognitive changes, retention of material learned, student and faculty attitudes, problems with intensive scheduling, and predictions that can be made on the basis of the data presented. Suggestions of areas for further study are given. (JMF)

ED 144 460 HE 009 245

Energy Conservation on Campus. Volume I. Guidelines.

Federal Energy Administration, Washington, D.C.

Pub Date Dec 76

Contract—CO-04-50247-00

Note—45p.; Some parts may be marginally legible due to small print of the original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 041-018-00125-5, \$0.90)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Building Operation, Campus Planning, Costs, Educational Economics, *Educational Facilities, Educational Finance, *Energy, *Energy Conservation, Facility Requirements, *Fuel Consumption, *Higher Education, *Management, Natural Resources

The high cost of energy and the curtailment of primary preferred fuel has upset many long-standing maintenance and operation policies, forcing institutions to look quickly for ways to reduce energy usage. This booklet is designed to assist institutions of higher education in establishing or upgrading energy conservation programs. The development of the Campus Energy Management Program is discussed including elements of the program; commitment; energy conservation committee; an energy management officer; energy use and cost information; and results, measurement, and evaluation techniques. Energy consumption reduction categories that are detailed include "quick-fix" systems, "refit" systems, and systems capable of being converted. Each of these categories is presented in detail along with a checklist of ideas to implement and sustain an energy management program on the campus. (J9F)

ED 144 461 HE 009 247

Gross, John G., Ed.

Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus.

Missouri Univ., Columbia. Extension Education Dept.

Pub Date Jul 75

Note—10p.; Summary of Special Research Report No. 35

Available from—Extension Education Dept., University of Missouri at Columbia, Columbia, Missouri

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Crime, *Faculty, *Higher Education, *Instructional Staff, *Police, Student Attitudes, *Students, Vandalism, Violence

The purpose of this study is threefold: (1) to establish if members of the university community (students, faculty, and staff) have been victims of selected crimes or incidents while on the University of Missouri-Columbia campus that were not reported to the police; (2) to establish a range of reasons why these incidents were not reported to the police; and (3) to measure the attitudes of the university community toward the police and their services on the campus. A sample of one percent of the faculty, staff, and students was questioned. Over one-half of the sample reported they had been victimized at least once on the campus; only one-fifth of these crimes or incidents had been reported to the police. Most major crimes are reported while the less serious crimes are not; however, crimes against persons are reported less frequently than crimes against property. Older members of each of the questioned groups were more likely to report victimizations and females were more likely to report them than males. The reasons for failing to report incidents fell into two categories: (1) the victim felt little chance of recovering property or identifying the offender; and (2) the victim felt the incident was not a police matter. The university community's attitude toward the police varied according to the group questioned. Faculty and staff who came in contact with police on campus have a favorable impression while students, generally, have a negative or less favorable impression. Several possible explanations for this variance are offered. (JMF)

ED 144 462 HE 009 248

Grose, Robert F. Lauroesch, William

Five-Year Projection of Fine Arts Course Enrollment at Amherst College.

Massachusetts Univ., Amherst. School of Education.

Pub Date Jan 77

Note—37p.

Available from—Program in Postsecondary Education, Educational Policy Studies, School of Education, University of Massachusetts, Amherst, Mass.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Consortia, *Cooperative Programs, Educational Coordination, Educational Demand, Enrollment Influences, *Enrollment Projections, Enrollment Trends, *Fine Arts, *Higher Education, Institutional Research, *Interinstitutional Cooperation, Private Colleges, Shared Services, Universities

Identifiers—*Five Colleges Incorporated

The Five College Cooperative (Amherst, Hampshire, Mount Holyoke, Smith, and University of Massachusetts) allows unrestricted access to any course in any of the colleges to any student enrolled at any of the colleges. The purpose of this research is to furnish information for planning decisions in the Fine Arts Department at Amherst College in the form of a five-year projection of enrollment based on (1) trends in fine arts enrollment among male students at Amherst College, (2) predicted effects of an incremental increase in the number of female students at Amherst College, and (3) trends in the "traffic" patterns of fine arts enrollees in the Five College Cooperative. Projected trends based on each of these variables are treated independently and then synthesized into an overall projection that takes all variables into account. A number of factors that influence enrollment are discussed, including those specific to Amherst College and the Five College Cooperative. National factors that have direct or indirect impact on Amherst College are also considered. (JMF)

ED 144 463 HE 009 249

Masi, Anthony

Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island.

Pub Date 77

Note—73p.; Field project submitted in partial fulfillment of the requirements for the certificate of advanced graduate study, Rhode Island College

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Collective Bargaining, College Faculty, Employer Employee Relationship, *Higher Education, Negotiation Impasses, State Surveys, Teacher Attitudes, *Teacher Militancy, *Teacher Strikes, Tenure, *Unions

Identifiers—*Rhode Island

A survey was designed to investigate the impact of faculty unionism, militancy, and collective bargaining on the traditional patterns, relationships, and academic governance in the public colleges and universities in the state. There appears to be a diversity of opinion concerning the causes and impact of these faculty activities. A majority of the respondents favor unions and collective negotiation, and view the use of strikes as a legitimate form of sanction to achieve faculty aims. Yet a majority also voice some doubts and deep concerns about carrying out such a threat by withholding service. The adversary relationship of management and faculty unions is likely to force an end to traditional management practices of collegiality and the protection of the tenured. (MSE)

ED 144 464 HE 009 250

Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.

Education Commission of the States, Denver, Colo.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No—ECS-100

Pub Date Jun 77

Note—69p.; Pages 28 and 29 not reproduced due to small print; Best copy available

Available from—Education Commission of the States, 330 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Accountability, Constitutional Law, Court Litigation, Enrollment Trends, Higher Education, Laws, Legal Problems, *Nonpublic School Aid, *Policy Formation, Post Secondary Education, *Private Colleges, *State Aid, *Statewide Planning, Statistical Data, Student Financial Aid

Identifiers—United States

Some critical questions provide a basis for developing policies appropriate in a given state. They include: (1) What is the state interest in independent higher education? (2) How should independent sector interests and participation be included in statewide planning for postsecondary education? (3) Should state support be extended to independent institutions or to their students, and if so, in what form? (4) What are the legal conditions of such support? (5) What forms of accountability are needed where such support is given? Each of these areas is discussed and task force observations and recommendations are offered. It is noted that every state is different, and each must develop policies that are valid in light of its own planning, total educational environment, legal and fiscal constraints, independent sector role, and status. Appendices cover: sources and statistical data; implications of programs of support; and the legal status of state aid to independent colleges and students attending them. (Author/LBH)

ED 144 465 HE 009 251

Goodwin, Harold I.

Union Rights.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Pub Date Jul 77

Note—5p.

Available from—College of Human Resources and Education, West Virginia University, Morgantown, West Virginia

Journal Cit—Collective Bargaining Perspectives, v2 n7 July 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, College Administration, College Faculty, College Govern-

ing Councils, Employer Employee Relationship, *Faculty, *Faculty Organizations, Faculty Workload, *Governance, *Higher Education, Negotiation Agreements, Organizations (Groups), *Unions, University Administration. Collective bargaining is intended to define what constitutes faculty union rights. Union claims to rights must be based on the content of the Agreement. Several union rights negotiated by faculty organizations with college and university administrations are detailed. These include agreements on who manages internal union affairs; rights that permit union survival; matters subject to consultation; rights of unions to hold meetings; union administration meetings; union board meetings; right to information; union rights to use of the institution's equipment and facilities; schedules for faculty union officers; and union representation on committees. Union rights are organizational rather than personal rights, and their intent is to help insure the survival and operation of the union as an organization. (JMF)

ED 144 466 HE 009 252

Lilley, H. Edward

Faculty Appointments.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Pub Date Aug 77

Note—5p.

Available from—College of Human Resources and Education, West Virginia Univ., Morgantown, West Virginia

Journal Cit—Collective Bargaining Perspectives; v2 n8 August 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Selection, *Collective Bargaining, College Faculty, *Faculty, Faculty Promotion, Faculty Recruitment, Governance, *Higher Education, *Negotiation Agreements, *Personnel Selection, Unions

The conditions surrounding appointments of full-time, tenure-track, teaching faculty and administration produce one area in collective bargaining contracts that affects equally every employee of an institution. Several of these conditions are discussed: initial appointments; appointment authority; conflict of appointment authority; appointment procedures; academic appointments; appointments outside of academic departments; presidential appointments; administrative appointments; rejection of appointment recommendations; acceptance/rejection of appointment; letter of notification; and academic rank of administrators. (JMF)

ED 144 467 HE 009 254

Ott, Mary Diederich

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 77

Note—57p.; Appendix A not reproduced due to marginal legibility. Not available in hard copy due to marginal legibility of the original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01707-5, \$2.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Degrees (Titles), Departments, *Doctoral Degrees, *Females, Geographic Regions, Graduates, *Higher Education, *Males, *Statistical Analysis, *Statistical Data, Students. During the five-year period studied, 1970-71 through 1974-75, the number of women receiving doctor's degrees increased each year while the number of men decreased. This study analyzes the changes in the numbers and percentages of men and women obtaining doctor's degrees, the distribution of degrees among discipline divisions, and differences among regions of the country and between public and private institutions. (Author/JMF)

ED 144 468 HE 009 255

Baer, Walter S.

University Relationships with Other R&D Performers.

Rand Corp., Santa Monica, Calif.

Report No.—P-5780

Pub Date Jan 77

Note—70p.

Available from—Rand Corporation, Santa Monica, California (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*College Role, Contracts, *Federal Aid, Federal Government, Financial Support, Government Role, Grants, *Higher Education, Research and Development Centers, *Research Projects, *School Industry Relationship, Universities

Identifiers—Competition, *Research and Development, *Technology Transfer

Historically, universities have been the principal performers of basic research in the United States, but they are now joined by federal government laboratories, independent research centers, and industrial laboratories. This paper reviews the available data on issues concerning the distribution of R&D resources among categories of research performers. It then discusses the changing relationships and increased competition between universities and other R&D performers. Focus is on changes and trends in university-industry relationships in the past 10 years, including weakened bonds from 1945 to 1970, international comparisons, prospects for closer relationships, and encouragement of university-industry knowledge transfer. It is concluded that universities and private sector firms seem anxious to rediscover and reinforce the ties between them. Specific government programs may help, but their importance is not clear. Effective university-industry links depend most on the two partners' own incentives to promote the flow of people and ideas. (Author/LBH)

ED 144 469 HE 009 256

College and University Degrees Conferred, 1975-76.

New York State Education Dept., Albany. Information Center on Education.

Pub Date [76]

Note—15p.

Available from—The University of the State of New York, The State Education Department, Information Center on Education, Albany, New York 12234

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Associate Degrees, *Bachelors Degrees, *Degrees (Titles), *Doctoral Degrees, Females, Higher Education, Males, *Masters Degrees, Private Colleges, Professional Education, Proprietary Schools, State Colleges, *State Surveys, *Statistical Data, Student Characteristics, Tables (Data), Trend Analysis. Identifiers—College Characteristics, *New York

Tabular data on New York State are presented for: (1) degrees conferred in institutions of higher education by level of degree and institutional classification, 1975-76; (2) degree trends in institutions of higher education by type of institution, level of degree, and year, 1971-72 to 1975-76; (3) degrees conferred by institution, level of degree and sex of student, 1976-76; (4) degree trends in institutions of higher education by major subject area, 1973-74 through 1975-76; and (5) percent distribution of degrees conferred by level of degree and type of institution, 1975-76. (LBH)

ED 144 470 HE 009 257

College and University Enrollment in New York State, Fall 1976. (Preliminary Report).

New York State Education Dept., Albany. Information Center on Education.

Pub Date [76]

Note—14p.

Available from—The University of the State of New York, The State Education Department, Information Center on Education, Albany, New York 12234

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Freshmen, Community Colleges, Credit Courses, *Enrollment Trends, *Graduate Students, *Higher Education, Junior Colleges, Private Colleges, Professional Education, Proprietary Schools, State Colleges, *State Surveys, State Universities, *Statistical Data, Tables (Data), *Undergraduate Students. Identifiers—College Characteristics, *New York

Statistical tables are presented on college and university enrollment in New York State, fall 1976. This preliminary report covers: (1) degree-credit enrollment and first-time students in institutions of higher education by level of program and institutional classification; (2) degree-credit enrollment and first-time students by level of program and institution; (3) unclassified enrollment

and first-time students by level of study and institutional classification; and (4) degree-credit enrollment trends by type of institution, fall 1972 to fall 1976. (LBH)

ED 144 471 HE 009 258

College and University Admissions and Enrollment, New York State, Fall 1975.

New York State Education Dept., Albany. Information Center on Education.

Pub Date [75]

Note—33p.

Available from—The University of the State of New York, The State Education Department, Information Center on Education, Albany, New York 12234

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—College Bound Students, College Majors, Credit Courses, Degrees (Titles), *Enrollment Trends, Females, *Graduate Students, *Higher Education, Males, Private Colleges, Professional Education, State Colleges, *State Surveys, State Universities, *Statistical Data, Tables (Data), *Undergraduate Students

Identifiers—College Characteristics, *New York

Tabular data are presented for degree-program institutions authorized by the New York State Board of Regents to grant degrees on a program basis. Public and nonpublic institutions are included. The tables cover: trends in degree-credit enrollment; percent distribution of degree-credit enrollment by levels of study; first-time student degree-credit enrollment by type of institution; degree- and nondegree-credit enrollment by level of study and institutional classification, and by institution; undergraduate degree-credit enrollment by institution classification and year of study; organized occupational degree-credit enrollment by major program area, year of study, attendance status, and sex of student; undergraduate upper division degree-credit enrollment by major subject area, year of study, attendance status, and sex of student; first-professional degree-credit enrollment by subject area; graduate degree-credit enrollment by major subject area; trends in degree-credit enrollment by major subject area and level of study, 1973 to 1975; degree-credit unclassified enrollment by institutional classification and level of study; trends in undergraduate admissions, first-professional, and graduate admissions, 1973 to 1975; and undergraduate, graduate, and first-professional applications, 1975. (LBH)

ED 144 472 HE 009 259

Freeman, Gloria E.

A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C.

Pub Date 77

Note—33p.; Study conducted as dissertation requirements for Ed.D degree

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Background, *Administrator Characteristics, Bibliographies, *Career Choice, College Deans, Employment Opportunities, *Equal Opportunities (Jobs), *Females, Higher Education, Presidents, Professional Recognition, Role Conflict, *Sex Discrimination, *Surveys, Women Professors, Working Women

Personal, educational and professional data were collected and analyzed about 27 women administrators in top-level administrative positions. A semistructured personal interview was conducted with 20 of the 27 who were in positions that fall within the first three highest-ranking administrative positions in the nine institutions of higher education in the District of Columbia. Titles of the positions were: president, vice president, administrative dean, and dean. Data were also gathered from nonadministrator women faculty members with similar backgrounds to the administrators. Focus was on career influences, career barriers, aspirations, and role conflicts. Recommendations for overcoming barriers are discussed. A 90-item bibliography is included. (Author/LBH)

ED 144 473 HE 009 260

Bodner, Gerald A.

The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date 77

Note—19p.

Available from—Academic Collective Bargaining Information Service, 1818 R Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, Court Litigation, *Employer Employee Relationship, Employment Practices, *Graduate Medical Students, Graduate Students, Higher Education, Hospitals, Laws, *Legal Responsibility, Medical Schools, Researchers, *Student College Relationship, Teacher Administrator Relationship, *Teaching Assistants, Universities

The present state of the law is reviewed regarding the "employees" status of graduate and teaching assistants, research fellows, interns, residents, and clinical fellows at various colleges, universities, medical schools, and teaching hospitals. Treatment of these groups as "student" and/or "employees" requires consideration of the unique interrelationships between several parties; e.g., the university, the faculty, the cooperating hospital, and the student. Specific court cases are cited. (Author/LBH)

ED 144 474 HE 009 261
Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date Mar 77

Note—20p.

Available from—Bureau of Health Manpower, 3700 East-West Highway, Hyattsville, Maryland 20782

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Committees, Geographic Distribution, *Graduate Medical Education, Health Insurance, Higher Education, Historical Reviews, *Legislation, *Manpower Development, Medical Students, *Physicians, *Policy Formation, Political Influences, *Social Problems, Specialization

Identifiers—*Graduate Medical Educ National Advisory Committee

Legislative and professional medical committee developments in graduate medical education needs and directions are reviewed in this background paper. The Graduate Medical Education National Advisory Committee (GMENAC) represents a critical nonregulatory step in the establishment of goals for the training and differentiation of physician manpower. It is responsive to the intents and judgments expressed by many public and private bodies in recent years and provides an opportunity for the identification and development of issues of concern to the public and the profession. GMENAC will be able to highlight issues in the development of national health insurance that relate to graduate education, and to present strategies to HEW for consideration in the planning of new health manpower legislation that will be in its early conceptual stages in 1978 and 1979. (Author/LBH)

ED 144 475 HE 009 263

Stier, William F., Jr.

Academic Freedom and Academic Tenure

Pub Date 26 Apr 77

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Academic Freedom, *College Faculty, Contracts, *Due Process, Higher Education, Job Layoff, *Job Tenure, Probationary Period, Professional Associations, *Professional Recognition, *Teacher Dismissal, Trend Analysis

Identifiers—American Association of University Professors, Cardinal Stritch College WI

Tenure, which revolves around a vested right in an individual's academic position following a stated period of probationary service, is examined with regard to academic freedom. The historical perspective of each concept is reviewed, followed by discussion of: the role of the American Association of University Professors (AAUP); advantages and disadvantages of tenure; probationary periods; dismissal and due process; protection of the untenured by the tenured; and future prospects for academic tenure. Appended are portions of the Cardinal Stritch College faculty handbook on tenure and termination of services. (LBH)

ED 144 476

Giles, Geoffrey J.

The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—YHEP-12

Pub Date Oct 76

Note—43p.; Best copy available

Available from—Yale University, Institution for Social and Policy Studies, 16A Yale Station (111 Prospect Street), New Haven, Connecticut 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Organization, Colleges, College Students, *Comparative Education, Comparative Statistics, *Educational Supply, *Foreign Countries, Governance, *Higher Education, Manpower Development, *Political Influences, Universities

Identifiers—*East Germany

Postsecondary education in the German Democratic Republic (GDR) is largely the domain of the Ministry of Higher and Technical Education, which is responsible both for higher education and for training carried out in the lower-level technical, engineering, and vocational schools. This paper covers the higher education sector, which has been a major concern to the regime since the end of World War II. The priorities and administrative organization of the colleges and universities are described, with emphasis on political ramifications. Statistical tables are included on student characteristics. (LBH)

ED 144 477

Clark, Burton R.

The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—YHEP-7

Pub Date Jul 76

Note—36p.; Best copy available

Available from—Yale University, Institution for Social and Policy Studies, 16A Yale Station (111 Prospect Street), New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, *Comparative Education, *Educational Change, Educational Demand, *Foreign Countries, *Governance, *Higher Education, *Historical Reviews, Legislation, Political Influences, Power Structure, Student College Relationship, Universities

Identifiers—*Italy

This paper is a draft of a chapter to appear in "Academic Power: Patterns of Authority in Seven National Systems of Higher Education," edited by John H. Van de Graaff. It traces the historical development of universities in Italy with emphasis on the relationships among students, professors, and towns. Consideration is also given to levels of organizations within the traditional Italian system and demands for reform and change. (LBH)

ED 144 478

Van de Graffe, John F.

Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.—YHEP-1

Pub Date Jan 75

Note—85p.

Available from—Yale University, Inst. for Social and Policy Studies, 16A Yale Station (111 Prospect Street), New Haven, Connecticut 06520

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Activism, Administrative Change, Administrative Problems, Change Strategies, College Students, *Comparative Education, *Educational Change, *Foreign Countries, Governance, *Higher Education, *Legislation, Political Influences, Universities

HE 009 264

Identifiers—*West Germany

The protracted process by which Hesse's University Law of 1966 was enacted is traced. It is shown how that process gave rein to the still dominant forces of accommodation to traditional ideals of university mission and structure. As the last important attempt at moderate university reform in Germany, the law mandated certain changes in university structure and gave the universities the explicit option of undertaking more extensive structural reforms. The traditional style of politics and its effect on higher education are described. It is concluded that Hesse's head start in legislating the reform of its universities did not enable it to deal significantly more effectively than other West German states with the increasing pressures facing higher education in the 1960's, including student unrest. (Author/LBH)

ED 144 479

Geiger, Roger L.

Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-2

Pub Date Oct 75

Note—106p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, Educational Change, *Educational History, European History, *Foreign Countries, Government Role, *Higher Education, *International Education, Organization, *Social Change, Universities

Identifiers—*France

With the reform of 1877-1885 and the subsequent expansion of higher education, the formal Napoleonic structure of the French university gave birth to an essentially new system. A historical study examines the origins and prewar evolutions of that phase of the development of French higher education begun by the reforms of the 1880's. The foremost concern is with the Faculty of Letters, although other areas are referred to. Attention is focused on three paramount issues: (1) the social relations of higher education, including the functions it has fulfilled for society alone and for certain groups within it; (2) the organizational structure and the way that relationships within it affected the development of higher education; and (3) the role of the universities in creating and disseminating basic scientific and cultural knowledge. The starting point is the condition of the letters faculty at the end of the Second Empire and the growing realization of their inadequacies. The institutional structure of the university on the eve of reform is analyzed. The reform movement that largely shaped the transformation of higher education is examined, and an account of the actual course of reform given. The evolution of French higher education in the generation following reform is charted, and two contrasting contemporary evaluations of the French system are compared to illustrate the impasse it had reached by 1914. (Author/MSE)

ED 144 480

Hall, Peter Dobkin

Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Report No.—YHEP-3

Pub Date Dec 75

Note—20p.; Best copy available

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Economics, Educational Finance, *Educational History, Global Approach, *Higher Education, Organizational Theories, *Post Secondary Education As a Field of Study, *Social Influences, Social Systems, Sociocultural Patterns

Historians of education have never considered the problem of institutional economics to be very

important. Almost nothing has been written in the field. The absence of inquiries into the financial basis of American higher education is a reflection of three major problems in the scholarship of education: (1) the lack of monographic literature in the economics of education; (2) the lack of a coherent theory of institutions and the relations between their organizational and substantive features; and (3) the lack of a coherent theory of society in which institutional patterns could be systematically related to familial, social-structural, economic, and other patterns of activity. This persistent tendency of the social sciences to proceed along narrowly disciplinary lines has resulted in a series of systems that are internally consistent but that bear small resemblance to the real world. The much neglected field of educational economics has far more to offer than even its practitioners imagine. It seems very likely that the key to understanding the development of the American social structure lies in the complex relationship between the endowed institutions, their clientele, and the economy. (Author/MSE)

ED 144 481 HE 009 269

Hall, Peter Dobkin

Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—YHEP-6

Pub Date May 76

Note—69p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Accountability, *Educational History, *Higher Education, *Medical Education, *Organizational Change, Social Influences, United States History, *Universities
Identifiers—*Yale University CT

The location of medical teaching in the university presents an interesting problem for historians of medicine and higher education. Because the training of physicians has been included among the tasks of the university for so long and because medicine was the first of the professions to organize itself, scholars have tended to view the linkage of one to the other as inevitable. They have, as a result, left unexamined the forces that brought the combination about, and have passed over the opportunity to study two important and interrelated phenomena: the expansion of the early American colleges into universities, and the transformation of medicine from a craft to a professionally organized scientific discipline. Neither of these phenomena can, in the context of early American history, be subject to simple, unitary, comprehensive explanations. Underlying institutional changes that appear very similar are motives and constituencies that are very dissimilar. The university grew out of older institutions in a piecemeal fashion, according to the diverse needs of administrators, trustees, and faculty, and their constituencies within and without the walls of the institutions. The result was a unique product: a comprehensive educational organization governed by laymen, supported by private benevolence, and having little or no direct accountability to the general public or to the state. (Author/MSE)

ED 144 482 HE 009 270

Clark, Burton R.

The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-8

Pub Date Jul 76

Note—56p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Education, Educational Change, *Educational History, *Governance, *Higher Education, Institutional Administration, Organization, *Post Secondary Education As a Field of Study, Social Influences, *United States History

American higher education developed under conditions vastly different from those of the Continent and Britain. Nine colleges were established in the colonial period before the Revolutionary War. Although some of them were related to state governments in their early history, they were even then importantly independent in comparison to continental institutions. The university came late to America, long after Bologna and Paris and Oxford had experienced centuries of development, decline, and renewal. Both American public and private universities married the German model of specialized research and advanced training to the older English-American model of liberal education by augmenting undergraduate colleges with graduate and professional schools. Along with the private college, the private university, and the state university, other types of institutions emerged, such as the separate teachers' colleges, public comprehensive colleges, technological colleges, art schools, and the two-year college. Complex and contradictory trends have evolved in academic government in recent years, and no simple picture can be drawn that typifies the whole country. The organizational evolution of the American system of higher education as a whole is simultaneously unilinear and multilinear. The unilinear evolution is toward ever larger systems, and the multilinear toward greater diversity within systems. (Author/MSE)

ED 144 483 HE 009 271

Wheeler, Donald F.

The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—YHEP-9

Pub Date Aug 76

Note—56p.; Best copy available

Available from—Program of Comparative and Historical Studies of Higher Education, Inst. for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Comparative Education, Educational Change, *Educational History, *Foreign Countries, *Governance, Government Role, *Government School Relationship, Higher Education, Institutional Administration, *Post Secondary Education As a Field of Study, *Universities

Identifiers—*Japan

The Japanese university system has been evolving gradually from more traditional patterns to more modern ones in terms of increased efficiency and participation, as well as from an elite to a mass enrollment system. However, the basic patterns of control and decisionmaking have changed little. The universities have been able to resist intrusions by the Ministry of Education, but many needed reforms have not taken place. Frustrated in its attempts to introduce structural reforms in existing universities, the Ministry of Education has turned more to the use of incentives to accomplish its aims, and it has established some new institutions on its own initiative. In the long run, these are likely to have considerable influence on the shape of Japanese higher education. (Author)

ED 144 484 HE 009 272

Jones, David R.

The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-14

Pub Date Jan 77

Note—50p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

sity, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, Educational Change, *Educational History, *Foreign Countries, Governance, *Higher Education, Organizational Theories, *Post Secondary Education As a Field of Study, Relevance (Education), Social Change, *Social Influences, Universities

Identifiers—*Great Britain

The history of universities in their social context is not a merely antiquarian study; it is the soundest basis for consideration of the contemporary university and its problems. The most frequent debate, that of the ivory tower, is really a question of the form and efficiency of the university's articulation with society at large. The adaptability of organs to new demands can seldom be reliably determined without reference to the elasticity or lack of it in the past. The relations of the university with the wider world go far to explain stability, change, growth, decay, and variety within the institutions. Student and alumni variety may explain the different function of formally similar organizations. Administrative organs may change rapidly with the change of personnel and trustees or advisors. A change in outside society may have profound repercussions within. For the purposes of understanding the university as a social organism, the study of British universities in the nineteenth century is most important, for it is this growing system that formed the basis of the systems of higher education in much of the twentieth century world. (Author/MSE)

ED 144 485 HE 009 273

Geiger, Roger L.

European Universities—The Unfinished Revolution.

Yale Higher Education Program Working Paper. Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-11

Pub Date Sep 76

Note—44p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Access to Education, Educational Change, *Educational History, *Foreign Countries, Government Role, Government School Relationship, *Higher Education, *Post Secondary Education As a Field of Study, Social Change, Social Influences, State Universities, *Universities

Identifiers—France, Germany, Italy, Netherlands, Scandinavia

The traditional European university is now extinct. The conditions in higher education that have succeeded it are highly unstable and therefore transitory, and its eventual replacement is now dimly perceptible on the horizon. The European university is of course an abstraction, meant to approximate the attributes of higher education in Germany, France, Italy, Scandinavia, and the Low Countries. The system in each of these countries is largely controlled by public authorities, and in every crucial area the future of the universities depends on actions that will or will not be taken by the state. In the not too distant past they were professors' universities with respect to their internal affairs, and elite in their relationship to society. All of them have passed through fundamentally similar transformations since World War II, and now the questions of access to higher education (recruitment and selection) are vital to the universities' individual and collective futures. (Author/MSE)

ED 144 486 HE 009 274

Van de Graaff, John

The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-13

Pub Date Nov 76

Note—59p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
 Descriptors—Administrative Organization, *Educational History, *Foreign Countries, *Governance, *Higher Education, Institutional Administration, *Post Secondary Education As a Field of Study, *Universities, University Administration

Identifiers—*Great Britain

University government in Great Britain, as in so much else in British society, is the complex product of an extended process of historical development. The British university ideal and the structures of academic government owe much to the venerable tradition of Oxford and Cambridge, sometimes reinforced by the heritage associated with the five Scottish universities founded in the fifteenth and sixteenth centuries. Yet the contemporary forms of the British university rarely go back more than a century. Apart from "Oxbridge" and the old Scottish foundations, no British university had been established before the nineteenth century, and half the present number received university status after World War II. The result is a paradoxical combination of strong adherence to tradition, both in ritual and symbol and in day-to-day practice, and of considerable de facto flexibility and adaptability. (Author)

ED 144 487 HE 009 275

Mayo, G., Douglas, Ed.

Facilitating Student Learning. J.W. Brister Library Monograph Series 5.

Memphis State Univ., Tenn.

Pub Date 77

Note—78p.; Best copy available

Available from—Center for Instructional Service and Research, Memphis State University, Memphis, Tenn. 38152

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Algebra, Audiovisual Instruction, *College Teachers, Computer Assisted Instruction, Counselor Training, Course Organization, *Higher Education, *Instructional Innovation, Interdisciplinary Approach, Interpersonal Competence, Interviews, Language Instruction, *Methods Research, Performance Based Education, Physics Instruction, Research Projects, Science Instruction, Social Studies, *Teacher Improvement, Video Tape Recordings

In 1974 a program was undertaken at the university to improve instruction by means of providing small grants to faculty members to carry out promising proposals for instructional improvement. Eleven projects were conducted in the second year of the program and are described in reports. The projects were for: (1) computer-based instruction in a geostatistics lab course; (2) the use of videomaterial and other media to improve interpersonal skills; (3) videotaping for teaching interviewing skills; (4) a film-centered beginning German course; (5) audiovisual innovation for teaching counseling skills; (6) audiotutorial methods in college algebra; (7) self-study problem modules in physics for engineering and science majors; (8) integration of print and nonprint materials with course objectives; (9) facilitating access to geological materials; (10) an interdisciplinary course in Renaissance art, literature, and music; and (11) sequential interdisciplinary competency-based science and social studies modules. (MSE)

ED 144 488 HE 009 276

Giles, Geoffrey J.

University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—YHEP-15

Pub Date Dec 76

Note—40p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Educational History, *Foreign Countries, Governance, Government Role, *Higher Education, *Political Power, *Post

Secondary Education As a Field of Study, State Universities, *University Administration, World History

Identifiers—Germany, *Nazi Germany, Third Reich, *University of Hamburg (West Germany)

Many apologies have been made for the part the German universities played in the Third Reich. The general stigma of having failed the people as intellectual leaders clung to the German academics for a long time. Their contention of helplessness before the forces of National Socialism gave rise to fears of similar weakness in the future. Although Hamburg is not altogether typical of the German universities at the time, a study of it as an example has some validity. Some important general and particular intra-state configurations of power between 1933 and 1945 can be demonstrated, and it can be seen that the professors were able to prevent much outside intrusion by the creation of new institutional forms through which they appeared to conform to the demands of the time but which they cleverly used to shift influence back to themselves. Of absolutely central importance were personalities who through their varying political abilities controlled the ups and downs of their institution. (Author/MSE)

ED 144 489 HE 009 277

Clark, Burton R.

Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-16

Pub Date Feb 77

Note—23p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Access to Education, *Comparative Education, Educational Administration, Educational Change, Educational History, Educational Problems, *Foreign Countries, Global Approach, *Higher Education, *Post Secondary Education As a Field of Study

We need conceptual assistance in thinking about access to higher education, systematic categories that will help us analyze and compare the national academic structures that condition problems of access and solutions thereto. An approach that centers on basic structure directs attention to the heavy historical momentum of massive systems of higher education and encourages a long-run view of innovations, releasing us from the need to write the latest chapter on current events. Even small advances in the system ordinarily require time spans of five to ten years, or even a quarter of a century, instead of the one- and two-year periods within which political and administrative thinking is so often cast. A structural view that is informed by a sense of historical development also points to country-by-country variation in solutions to current problems. Questions of access must be located in the broad matrices of different national structures. (Author/MSE)

ED 144 490 HE 009 278

Clark, Burton R.

Structures of Post-Secondary Education. Yale Higher Education Program Working Paper.

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—YHEP-10

Pub Date Sep 76

Note—31p.

Available from—Program of Comparative and Historical Studies of Higher Education, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Conn. 06520

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Change, Administrative Organization, *Comparative Education, Educational Change, Foreign Countries,

*Higher Education, *Post Secondary Education As a Field of Study

The stubborn memorandum of organizational forms and types of control stems naturally from the traditionalizing of their practices, the vesting of group interest in their continuation, and the justifying of ideologies. The momentum is increased when the forms and types acquire niches in the larger organizational ecology that protects them against competition and invidious comparison. Contrary to the popular view that old organizations are rigid and new ones flexible, there stands the likelihood that long-lived organizations, surviving war, depression, and political attack, have devised adaptive mechanisms as well as protective niches. One primary adaptive feature of colleges and universities may be their cellular construction. The operating level of chairs, institutes, departments, divisions, and schools consists not of units linked in an integrated process of production or service, but of free-standing units, partly self-governing, that can be individually added or dropped, augmented or diminished. In the turbulent last quarter of the twentieth century, viability in national higher education systems hinges on balance of power and on differentiation—even disorder—among organizational types. In all nations, the task in reform is to balance the trends toward centralization and diversification. (Author/MSE)

ED 144 491 HE 009 279

Thelin, John R.

The Cultivation of Ivy. A Saga of the College in America.

Pub Date 76

Note—90p.

Available from—Schenkman Publishing Company, 3 Mt. Auburn Place, Cambridge, Mass. 02138 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Educational History, Football, *Higher Education, Marketing, *Private Colleges, *Public Relations, *Social History

Identifiers—Institutional Image, *Ivy League, Selective Admissions

The popular image of the Ivy League is one of a slightly awesome bastion of the well-born, well-bred, and soon-to-be-powerful or, less charitably, a haven for "the effete, unAmerican, and hopelessly bookish." This pervasive idea of collegiate personality is analyzed, tracing the evolution of the Ivy League from an incongruous array of unselective schools to the self-consciously elite and fiercely selective family it is today. Surveyed are such matters as football, pulp journalism and second-rate fiction, campus souvenirs, fashion advertisements, and public relations brochures as serious guides to the changing personality of the Ivy League. The unwelcome exploitation of the Ivy mystique in marketing and advertising and its change in public image are discussed. The history of higher education is interpreted as an important component of American social history, since it represents the crucial interaction of institutions with culture over the years. (Editor/MSE)

ED 144 492 HE 009 280

Sanford, Mark

Making It In Graduate School.

Pub Date 76

Note—130p.

Available from—Montaigne Inc., 2728 Durant Avenue, Berkeley, Calif. 94704 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cheating, Comparative Analysis, *Graduate Students, *Graduate Study, *Higher Education, Interviews, Personality Assessment, Personality Studies, Statistical Studies, *Student Characteristics

Identifiers—University of California Berkeley

A study was designed to investigate the ways in which graduate students respond to the fact that their competence must be repeatedly valued by means of grades, written and oral examinations, letters of recommendations, dissertation approvals, and various less official procedures. Some students, the gamesmen, have developed strategies for evading or delaying this kind of evaluation or for achieving success without performing all of the required work. Other students, the grinds, work long hours and follow the letter of the law to meet all requirements. A scale was developed for measuring a student's propensity for beating the system. It was then possible to establish some quantitative relationship between

the propensity and various factors in the academic structure and the students' backgrounds, present situations, and personalities. The basic data came from interviews with 72 graduate students in the departments of chemistry, economics, and English at the University of California at Berkeley. (Author/MSE)

ED 144 493 HE 009 281

Hook, Sidney And Others

The Ethics of Teaching and Scientific Research.

Pub Date Mar 77

Note—225p.

Available from—Prometheus Books, 1203 Kensington Avenue, Buffalo, New York 14215 (\$11.95)

Document Not Available from EDRS.

Descriptors—*Academic Freedom, Behavior Change, *Ethics, *Experiments, Genetics, Higher Education, *Research Problems, Science Experiments, *Scientific Research, *Teaching, Teaching Conditions, Welfare
Identifiers—Human Subject Research, *Objectivity

A compilation of essays deals with two vital ethical issues: (1) in such matters as genetic research, human subject research, and behavior modification, the conflict between freedom in scientific research and protection of the immediate public; and (2) the question of whether ethical guidelines have to be developed for teachers, or academic freedom prohibits such a code. Objectivity is discussed. Contributors include Martin Diamond, Charles Frankel, Robert Goldwin, Henry Norvotny, William Van Alstyne, Sidney Hook, Gray Dodge, Marvin E. Frankel, Bernard Davis, Eugene Wigner, and L. G. Humphreys. (MSE)

ED 144 494 HE 009 282

Turner, John D., Ed. Rushton, James, Ed.

Education for the Professions.

Pub Date 76

Note—127p.

Available from—Standing Orders, Inc., P. O. Box 183, Patterson, N.Y. 12563 (\$11.95)

Document Not Available from EDRS.

Descriptors—Accounting, Architecture, Clergymen, *Educational Change, Engineering, Engineering Education, *Foreign Countries, *Higher Education, Inservice Education, Legal Education, Liberal Arts, Medical Education, Medicine, Professional Associations, *Professional Education, *Professional Occupations, Social Work, Teaching, Vocational Education
Identifiers—*Great Britain

An account is provided of the present position and the likely direction of future developments in education in each of the major professions in Great Britain: accounting, architecture, the clergy, medicine, engineering, law, social work, and teaching. Among matters addressed are: the relationships between theoretical situations and practice; the universities and the professional associations; and liberal education and vocational training: how long professional education should continue; and inservice training. The role of coworkers is examined, as is the relationship between the professional and the client or public. (MSE)

ED 144 495 HE 009 283

Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79.

Pub Date 76

Note—558p.

Available from—Unipub, Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$7.50)

Document Not Available from EDRS.

Descriptors—Courses, Fellowships, *Foreign Countries, Grants, *Higher Education, *International Organizations, *Scholarships, Student Financial Aid, *Study Abroad, Travel, Units of Study, Universities

A directory of international study for the academic years 1977-78 and 1978-79 lists more than 200,000 scholarships, fellowships, assistantships, and travel grants available through institutions and organizations around the world. Hundreds of international courses are also listed according to subject area and the international organizations or national institutions offering them. In addition, the offerings are indexed by international organizations, national institutions, and subjects of study. All listings are in English, French, or Spanish, and some are in all three languages. Foreign language courses are often

omitted, but any authoritative national publications that may be consulted are cited. Many of the national scholarship listings give details of eligibility. (MSE)

ED 144 496 HE 009 284

Singleton, Thelma M.

Look Before You Leap. A Guide on Continuing Your Education.

Pub Date 77

Note—300p.

Available from—Central Brooklyn Model Cities Scholarship Fund Project, 551 Waverly Ave., Brooklyn, New York 11238

Document Not Available from EDRS.

Descriptors—Admission Criteria, Black Colleges, Black Students, College Admission, *College Bound Students, *College Choice, College Environment, *College Preparation, Decision Making, Directories, *Economically Disadvantaged, *Higher Education, Military Schools, Post High School Guidance, Standardized Tests, State Universities, Student Financial Aid, Urban Universities

Identifiers—City University of New York, State University of New York

A comprehensive guide was formulated for directing economically disadvantaged students through the higher education process. It is meant to help alleviate three major problems: (1) severe lack of guidance and career counseling in secondary and postsecondary schools; (2) financial aid that is left unused because of lack of student awareness; and (3) student failure or difficulties in higher education due not to academic inability but rather to unfamiliarity with the system. Major topics are: college preparation in high school; the variety of colleges and universities available (including military academies); black colleges; city and state universities of New York; test taking; admissions tests; college life; and graduate study; sample letters, a glossary of terms and a list of financial aid sources are included. (MSE)

ED 144 497 HE 009 285

Hage, Robert K.

Verifying Parents' Financial Information: A Guide for Financial Aid Administrators

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 77

Note—38p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Confidentiality, *Confidential Records, *Family Income, *Financial Support, *Higher Education, Income, *Student Financial Aid, *Student Personnel Services

The Parents' Confidential Statement (PCS) of the College Scholarship Service is designed to provide the aid administrator with the information necessary to make judgments on who receives aid. This booklet is designed to help aid administrators who wish to verify the information parents provide in support of the financial aid applications for their children. The primary focus is on the use of federal income tax returns: how to get them, and what to do when discrepancies occur. Some suggestions of what to do when Income Tax Returns are not submitted are also given. (JMF)

ED 144 498 HE 009 286

Health, Higher Education and the Community. Towards a Regional Health University.

Pub Date 77

Note—337p.; Report of an international conference at the Organisation for Economic Co-operation and Development (Paris, December 1975)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$16.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Delivery Systems, *Demography, *Health Needs, *Health Occupations Education, *Higher Education, Medical Research, *Medical Services, Models, Post Secondary Education, Preventive Medicine, Regional Planning, *Regional Programs, Regional Schools, School Community Relationship, Universities

The fields of health and higher education must bring a wide scope and diversity of approach to the development of a model for a regional health university. The objective of such a university would be that the training of health personnel, research work, health education, preventive medicine, and health care delivery can be adapted to the health requirements of regional communities. Health is a relative and subjective concept, dependent on the level of socioeconomic development and the capacity of the individual and community to tolerate disease or infirmity. Industrialization requires that greater allowance be made for the psychological and social aspects of health. The optimum operational unit for health care is the region. The regional health university represents an extended function for higher and would give higher education institutions a greater and more responsible part to play in promoting the social, economic, and cultural development of their particular region. (MSE)

ED 144 499 HE 009 287

Buchanan, A. Dean

Budget Control and Analysis in the Small College.

NACUBO Professional File, Vol. 9, No. 8, August 1977.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 77

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036 (\$25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Budgeting, Checklists, Cost Effectiveness, Decentralization, *Educational Economics, Educational Finance, Expenditures, *Guidelines, Higher Education, *Management, Operating Expenses, Organizational Development, *Purchasing, *Small Colleges

Identifiers—Department Chairpersons, *Small Colleges

A survey of NACUBO institutions was made on a selective basis to determine what methods were being used and their degree of success in accomplishing the intended result. Patterns developed indicating that sound basic management techniques were being employed even by the smallest and presumably least sophisticated institutions. This bulletin presents a checklist of management methods covering: conservative expenditure budgets; management by exception; decentralized budget control and the use of annual meetings with budgetary heads; affixing of proper budget authority; purchasing techniques; swift and accurate reaction to purchase requisitions; print shop use; and amendment procedures for budgets. It is noted that budgetary control demands not only schemes for creating the proper environment and attitudes among the responsible department or program heads, but a process that provides current and meaningful reports to the administration. (Author/LBH)

ED 144 500 HE 009 288

Millett, John D.

Financing Instruction in Public Higher Education.

NACUBO Professional File, Vol. 9, No. 7, July 1977.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 77

Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Access to Education, *Budgeting, *Educational Economics, Educational Finance, Expenditures, Faculty Development, *Higher Education, *Income, Noninstructional Student Costs, Public Education, Salaries, *State Aid, *State Colleges, State Universities, Unit Costs

In the financing of higher education there are at least three major complications: (1) identifying the multiple outputs produced by an institution; (2) determining the costs associated with producing particular outputs; and (3) relating sources of income to costs of production. The use of several different budgets is essential. Every institution needs at least three: for instruction, for student financial assistance, and for auxiliary purposes. The tasks of analysis and development begin with

these separate budgets. Instructional expenditures and instructional income are examined in detail as they relate to the budgetary process in public colleges and universities. No simple solutions to reduction of expenditures are found; every reduction takes away some fraction of college or university effectiveness in the delivery of a quality output in instructional service and in other outputs. The role of state governments in financing higher education will become more and more important. (Author/LBH)

ED 144 501 HE 009 289
Provost, David H.
Change Agent in a Multicampus System.
California State Univ. and Colleges, Los Angeles.
Pub Date Oct 75

Note—5p.; This paper is based on a discussion among coordinators for the California State University and Colleges Fund for Innovation and Improvement in the Instructional Process at San Francisco on October 23, 1975.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Administration, Change Agents, Educational Coordination, Educational Development, Educational Innovation, Faculty, Faculty Workload, Higher Education, Information Dissemination, Instructional Innovation, Planning, Program Coordination, State Programs, Statewide Planning

Educational change or innovation in the California State University and Colleges System is outlined in this paper within the framework of the program for Innovation and Improvement in the Instructional Process. Within this framework, two groups have primary responsibility: (1) the administrators on each of the 19 campuses who act as primary liaison persons for the program, and (2) the staff of the Division of New Program Development and Evaluation in the Chancellor's Office who administer this special state grant program. This paper summarizes the meeting in October 1975 of coordinators regarding their roles and the problems they face. Among the topics discussed are methods of defusing faculty apprehension about new approaches to teaching and learning; approaches to encourage faculty to take advantage of the opportunities the program provides; assisting the project directors when the proposal has been approved to get the project underway; and mechanisms for dissemination of information on what is being tested, how it is faring, and the results. (JMF)

ED 144 502 HE 009 290
Evaluating Innovation. An Occasional Report on Innovation.
California State Univ. and Colleges, Los Angeles.
Office of the Chancellor.
Pub Date [77]
Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Educational Assessment, Evaluation Methods, Evaluation Needs, Higher Education, Innovation, Personnel, Program Evaluation, Relevance (Education), Research
Identifiers—California State University and Colleges

Evaluation is a process of systematically gathering information on a regular, continuing basis to make informed judgments about the merits of a program or an activity. This discussion of evaluation issues and procedures represents an attempt to place the role of evaluation in perspective and to provide guidelines and suggest approaches, particularly within the context of projects sponsored by the California State University and Colleges Program for Innovation. The purposes of evaluation are discussed, including the determination of a program's success in attaining its original objectives, as well as identifying unanticipated consequences. Several dimensions of evaluation are outlined dealing with distinguishing between types of evaluation; determining the focus of the evaluation; and the methodology involved. The necessity for a planned evaluation design is discussed to ensure that the program contains the necessary elements upon which the evaluation will be based. The makeup of the project staff is outlined, the chief guideline being the scope and format of the project should determine who conducts the evaluation.

ED 144 503 HE 009 291
Minter, W., John, Ed. Thompson, Ian M., Ed.
Colleges and Universities as Agents of Social Change.

California Univ., Berkeley. Center for Research and Development in Higher Education; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Nov 68
Note—156p.
Available from—Western Interstate Commission for Higher Education, Boulder, Colorado (\$3.50)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.
Descriptors—Bibliographies, Change Agents, College Role, Colleges, Community Relations, Conference Reports, Conferences, Higher Education, School Community Relationship, Social Change, Social Problems, Universities
Identifiers—College Self Study Institute

Papers of the Tenth Annual College Self-Study Institute, held in 1968, are presented. They include: "Colleges and Universities as Agents of Social Change: An Introduction," by T.R. McConnell; "Agent of Whom?" by Harris L. Wofford, Jr.; "The University as an Instrument of Social Action," by Roger W. Heyns; "The Tightening Tension: The University's External Relations," by Eldon L. Johnson; "Colleges and Universities as Agents of Social Change: Goals and Conflicts," by Algo D. Henderson; and "The University as an Economic and Social Unit," by Kenneth E. Boulding. A 108-item annotated bibliography is also included. (LBH)

ED 144 504 HE 009 292
Hyink, Bernard L.
Cooperative Education: A Perspective. An Occasional Report on Innovation.
California State Univ. and Colleges, Los Angeles.
Office of the Chancellor.
Pub Date 76

Note—5p.; Paper presented at the Western Regional Conference on Cooperative Education (San Francisco, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—College Credits, Cooperative Education, Cooperative Programs, Higher Education, Liberal Arts, Professional Education, School Industry Relationship, Work Experience, Work Experience Programs, Work Study Programs

Identifiers—California State University Fullerton
Cooperative education blends theory and practice, and is explicitly concerned with the development of competencies as well as knowledge. Evidence is presented to show that cooperative education in education and the practice of combining working experience with formal study has been in use for some time. The value of such programs has been demonstrated in many academic areas including medicine, dentistry, law, engineering, and business administration. Recently, the value of such programs in the humanities, social sciences, and fine arts has been realized. The specifics of the cooperative education program at California State University at Fullerton are outlined with emphasis on how the program meets the educational needs of the students. (JMF)

ED 144 505 HE 009 293
Holmstrom, Engin Inel And Others
Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.

American Council on Education, Washington, D.C. Policy Analysis Service.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 77
Contract—231-75-0020
Note—101p.; Not reproduced in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Health Education, Health Occupations, Health Occupations Education, Health Personnel, Higher Education, Medicine, Minority Groups, Nurses, Physicians, Physicians Assistants, Students

Minority students aspiring to careers in the health fields are the subject of this study. Data from freshmen who entered college in fall, 1974 are compared with their counterparts in two earlier freshman classes (1966 and 1972) for the purpose of monitoring trends in the characteristics of health career aspirants; in addition, they were compared with all 1974 freshmen for the purpose of defining more precisely the

character and quality of potential health practitioners. The data for this study comes from the American Council on Education's Student Information Form. The report discusses the representation of the different minority groups among health career aspirants relative to their representation in the total freshman class and in the U.S. population; examines trends in the number of minority group members planning on health careers; describes their background characteristics (including economic status); analyzes their college patterns; and looks closely at their personal characteristics, including self-ratings, life goals, and reasons for career choice. The findings are summarized and several recommendations are offered. (JMF)

ED 144 506 HE 009 294
Sams, Henry W.

The Academic Administration of Research: A Descriptive Analysis.
Pennsylvania State Univ., University Park.
Spons Agency—National Science Foundation, Washington, D.C. Office of Research Management Improvement.

Pub Date Mar 75
Grant—NM-39530
Note—303p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.
Descriptors—Administrative Organization, Evaluation Criteria, Evaluation Methods, Higher Education, Program Evaluation, Research, Research and Development Centers, Research Projects, Research Proposals, Universities

Identifiers—Pennsylvania State University

A study initiated in July 1973 had as its primary objective to identify and define guidelines for the appraisal of research in all fields represented at the Pennsylvania State University. Through interviews and selected working papers, a team of investigators inquired into centers of administrative decisionmaking at several levels and in all subject areas of the university. In effect, the study traced the evaluative circuitry of the institution and compared it where feasible with that of other universities and external research agencies. Among matters addressed are: academic evaluative procedures (promotion and tenure, proposal selection, program reviews) as they relate to the conduct of research; ethical considerations; collegial organization; and institutes, centers, and extra-collegial laboratories as research agencies of the university. (MSE)

ED 144 507 HE 009 295
Podolsky, Arthur
Basic Student Charges 1972-73 and 1973-74.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-128
Pub Date 75

Note—139p.; Not reproduced in hard copy due to marginal legibility
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01466-1, \$2.80)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Fees, Graduate Study, Higher Education, Instructional Student Costs, Private Colleges, State Colleges, State Universities, Statistical Data, Student Costs, Tables (Data), Tuition, Undergraduate Study

Data from the seventh and eighth Higher Education General Information Survey (HEGIS) are presented showing typical or model charges to students in institutions of higher education for the academic years 1972-73 and 1973-74. Analytic tables provide detail for public and private institutions, with comparison of typical charges to in-state and out-of-state students for tuition and required fees. These tables permit comparisons of undergraduate and graduate tuition and fees by level, control, and enrollment size of institution. Charges for room and charges for board in public and private institutions are shown in separate tables with no differentiation as to students' level of study or residence status. (Author/JMF)

ED 144 508 HE 009 296
Miller, George E., Ed.
Medical Education and the Contemporary World.
National Institutes of Health (DHEW), Bethesda, Md.
Report No.—NIH-77-1232

Pub Date 14 Sep 76

Note—246p.; Proceedings of a symposium conducted by the University of Illinois College of Medicine (Chicago, September 13-14, 1976)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Admission Criteria, *American Culture, Conference Reports, *Curriculum Development, Educational Finance, *Futures (of Society), Higher Education, International Education, *Medical Education, Physicians, Social Change, *Student Costs, Technological Advancement

Proceedings of a conference on Medical Education in the Contemporary World, organized by Dr. George E. Miller and sponsored by the University of Illinois in Chicago, September 13-14, 1976, are presented. American and foreign medical education experts considered the principal and recurrent problems confronting the field in a period of rapid social and technological change. Presentation topics and speakers included: (1) the problem of selection: Alfred Gellhorn, Robert O. Marston, William J. Grove, and Arthur J. Snider; (2) the problem of program: Robert H. Ebert, Irving Schulman, Robert A. Chase, David D. Henry, and Fred M. Hechinger; (3) the problem of cost: Stanley S. Bergen, Jr., Roger J. Bulger, Mark Spalngard, John E. Corbally, and Alton Blakeslee; (4) America's role in medical education: John H. Bryant, V. Ramalingaswami, Tamas Fulop, and George E. Miller; and (5) a summary by Edmund D. Pellegrino. Biographical sketches are also included. (LBH)

ED 144 509 HE 009 297
Handbook for Faculty and Staff. Kentucky Wesleyan College.

Kentucky Wesleyan Coll., Owensboro.

Pub Date 77

Note—124p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrative Organization, Administrative Personnel, *Administrative Policy, Administrator Responsibility, Athletics, *Church Related Colleges, *College Administration, *College Faculty, *College Libraries, Committees, Faculty Promotion, Grievance Procedures, Private Colleges, Summer Schools, Teacher Dismissal, Teacher Salaries

Identifiers—*Faculty Handbooks

The handbook is an official document representing the specific point of reference for academic and administrative procedures related to the daily operation of the college. However, information that is available in other official documents such as the college catalog is not duplicated here. Its contents include: the college administration's organization; the specific duties and general responsibilities of administrative personnel; bylaws and policies of the faculty, covering compensation, benefits, summer teaching, separation from the college, and due process, and committee structures; library policies and collections; the college's articles of incorporation and bylaws; and a statement of athletic policy. (Editor/MSE)

ED 144 510 HE 009 301

Fenske, Robert H. And Others

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.

Arizona Commission for Postsecondary Education, Phoenix.

Pub Date Jun 77

Note—238p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Bibliographies, College Bound Students, *Educational Interest, *Employment, *High School Graduates, Post High School Guidance, *Post Secondary Education, State Surveys, *Statewide Planning, Statistical Analysis, Statistical Studies, Vocational Education

Identifiers—*Arizona

A study undertaken in Arizona in 1975 was comprised of two parts, a pilot study and a comprehensive survey of high school students. It had as an overall objective to provide a data resource useful to all citizens and postsecondary institutions, to manpower and employment agencies, and to the state's high schools for program planning and counseling. A large sample of students was used, and a large number of usable responses resulted (over 6,000). The research design used viewed transition from high school to post-high school activities as existing in three distinguishable and mutually exclusive flows: (1) a work group; (2) a vocational-technical education group; and (3) a college group. In the final

report considerable attention is given to the details of the study, as well as to its statistical results. An extensive bibliography is included. (MSE)

ED 144 511 HE 009 302

Richardson, Richard C. And Others

The Need for Institutional Planning. ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date Sep 77

Note—5p.; Best copy available

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Administration, Computer Programs, Cost Effectiveness, Flow Charts, *Higher Education, Literature Reviews, Models, Operations Research, *Planning, Statistical Analysis, *University Administration

Emphasis on broad-based institutional planning is largely a phenomenon of the seventies. One reason is that the value placed on it varied inversely with the availability of resources. Yet the state of the art of planning for change is not far advanced. There is evidence that those institutions doing this kind of planning tend to be private, smaller, and newer. Current trends place more emphasis on the process as a means to secure commitment to specific changes and a way to foster a political environment that encourages and supports continuing adaptation. Failure to develop institutional procedures invites the imposition of state-conceived models and requirements. There is substantial agreement about the essential characteristics of the planning process, although the agreement does not extend to implementation strategies, and a variety of strategies have emerged. All assume the availability of basic information, and numerous quantitative analytic tools have been developed. Some are computer models that are comprehensive of the institution's broad scope, and some address only a part of the institution's operation. The planning models vary in sophistication and in degree of use by colleges and universities. (Author/MSE)

ED 144 512 HE 009 303

Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Pub Date Mar 77

Note—127p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 241-186/1077)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Health Education, Health Occupations, Health Occupations Education, Health Personnel, Health Services, *Higher Education, *Manpower Needs, *Manpower Utilization, Medicine, *Nurses, Personnel Needs, *Physicians, *Physicians Assistants, Prediction, Primary Health Care

Inequities of access to health care and service provisions are considered to be major problems by health policy-makers today. These inequities result from disparities in physician distribution by specialty and geography that are concealed by aggregate analyses of physician supply. This paper describes what is presently known about physician supply and distribution and presents projections of the supply for physician specialists through 1990. Due to the potential for physician extenders to perform a significant role in health care delivery, the present supply of physician extenders, namely physician assistants and nurse practitioners, is described and supply projections are developed.

ED 144 513 HE 009 304

Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee.

National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Pub Date Mar 77

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Educational Finance, Federal Programs, *Graduate Medical Education, *Graduate Medical Students, Health Education, Health Personnel, *Higher Education, Medical Schools, Medicine, *Physicians, Primary Health Care, State Aid, State Federal Aid, *Student Financial Aid

There is little argument that the physician is the most expensive form of health manpower or that the physician is a critical decision-maker in allocating resources for the production of health-care services. Thus, their education and orientation have been singled out as intervention points when public concerns have emerged on cost containment and access to services. The primary goal of this paper is an exploration of several issues regarding the status of financing of graduate medical education, some of the policy issues surrounding graduate medical education financing, and some residual research questions. The issues handled include the financing of graduate internships and residencies through federal support, state and local support, patient revenues, and out-of-pocket dollars; graduate medical education specialty choice, geographic distribution, salary differentials, and future trends; any objectives, options, and issues in financing graduate medical education, including the possible implications of national health insurance. (JMF)

ED 144 514 HE 009 305

Gomberg, Irene L. Atelsek, Frank J.

Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date Aug 77

Note—28p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Alumni, *Boards of Education, Females, *Governing Boards, *Higher Education, *Individual Characteristics, Minority Groups, National Surveys, Occupations, *Private Colleges, Professional Occupations, State Boards of Education, State Colleges, State Universities, Student Participation, *Trustees

Identifiers—*Multicampus Colleges

A survey was conducted in the fall of 1976, prompted by two concerns: (1) the dearth of background information on the thousands of men and women who serve as trustees and regents on governing boards, and (2) many preconceptions about the characteristics of board members. Information was gathered on boards of single- and multicampus colleges and universities. A board profile revealed that: (1) 85 percent of the 47,000 board members are in the private sector of higher education; (2) 164 multicampus boards govern 886 institutions enrolling more than one-half of all students; (3) private boards average 26 members, whereas public institution boards average nine members; and (4) nationally, three to ten trustees must be elected from designated constituencies or special groups, with as many as six percent from alumni. A trustee profile shows that: (1) 15 percent of all trustees are women; (2) 3 to 14 percent (averaging 7 percent) are minority group members; (3) 90 percent have at least a bachelor's degree, while 32 percent have a professional degree; (4) two-thirds are over 50, while one in ten is under 40; (5) nearly one-fourth are doctors, lawyers, or members of the clergy; (6) 13 percent are in education, and one percent is students; and (7) 19 percent hold trusteeships on more than one governing board. (MSE)

ED 144 515 HE 009 306

Williams, Clive Ainsworth, Geoffrey

A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service.

Pub Date May 76

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Freshmen, *College Students, *Dropout Characteristics, *Dropout Rate, Dropout Research, Females, *Foreign

Countries, *Higher Education, Males, Questionnaires, School Surveys, Undergraduate Students, Universities
Identifiers—*Australia

At the University of Sydney (Australia) the undergraduate dropout rate is about 8 percent, with a rate of 10 percent for freshmen. The proportion is unevenly distributed across subject areas, with that in the arts and economics higher than that in the professional schools. The present study concentrates on the group of students who withdraw from courses for reasons other than academic failure. A questionnaire was distributed to all students withdrawing during 1973 and 1974, and a series of rating scales for their university experiences was included. The intent was to discover if there are any systematic differences between subpopulations of withdrawing students, analyzed on the basis of their reasons for withdrawing, time of withdrawal, sex, or program year. (MSE)

ED 144 516 HE 009 307

Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower. Pub Date Mar 77
Note—50p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 241-186/1076)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Health Education, *Health Occupations, Health Occupations Education, Health Personnel, Health Services, *Higher Education, *Manpower Needs, Manpower Utilization, Medicine, Personnel Needs, *Physicians, *Prediction, Primary Health Care

This report on estimating physician manpower requirements is intended as a history and summary of the state of the art in manpower requirements estimation and forecasting. It describes the various ways in which manpower requirements have been estimated in recent years and discusses the variety of concepts, methods, definitions, and approaches that have been or can be used. It indicates some of the problems and limitations of current methods of estimating requirements and presents some existing requirements estimates for medical specialties. It also describes some of the needed improvements in data and methodology and offers some options for development of more adequate requirements estimates. Because the Graduate Medical Education Advisory Committee deals with ways of adjusting residency positions to meet the requirements for medical specialties in the coming years, the paper emphasizes projections of these requirements more than it does estimation of current requirements. (Author/JMF)

ED 144 517 HE 009 313

Fehnel, Richard A. Sundberg, Norman D. From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

Cooperative Assessment of Experiential Learning Project, Princeton, N.J.
Pub Date 76

Note—67p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Standards, Articulation (Program), *Field Experience Programs, *Higher Education, Models, Program Costs, *Program Development, *Program Improvement, *State Universities, Student Experience
Identifiers—*Experiential Learning, *Prior Knowledge, University of Oregon

The purpose of a project at the University of Oregon was to explore principles and procedures for experiential learning programs. Experiential learning in this instance refers to both prior learning and field experience. Considerable attention is paid to the Lila Acheson Wallace School of Community Service and Public Affairs within the university. This school has a strong tradition of sponsored learning, and its emphasis is on interpersonal communication and competence. The project report outlines a model of program development and proposes a continuum of institutional awareness and action. Two major concerns addressed are academic standards and costs, and the matters of program rationale and articulation are discussed. The progress of ex-

periential learning at the University of Oregon is assessed, and the developmental needs of the program are outlined. (MSE)

ED 144 518 HE 009 318

Affirmative Action in Employment in Higher Education.

Commission on Civil Rights, Washington, D.C. Pub Date [75]

Note—246p.; Report of a consultation sponsored by the U.S. Commission on Civil Rights (Washington, D.C., September 1975)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Affirmative Action, *College Faculty, College Role, Conference Reports, Court Litigation, *Faculty Promotion, *Faculty Recruitment, Federal Regulation, Government Role, *Higher Education, Personnel Policy, *Tenure

Presentations, responses, and discussions of the conference sessions are transcribed. The topics addressed relate to faculty recruitment, promotion, and tenure policy and practice in higher education. The sessions covered: (1) historical background (Charles V. Willie, Patricia Roberts Harris, Harold C. Fleming); (2) federal regulations and case law (James D. Henry, Howard Glickstein, Howard Sherrin); (3) HEW guidelines and actions (Peter Holmes, Mordecai Jane Pollock, William Taylor); and (4) the reactions of colleges and universities (Bernice Sandler, Manuel Guerra, Edgar F. Borgatta, Thomas Sowell, George Roche, Gertrude Ezorsky, Miro Todorovich, James C. Goodwin). (MSE)

ED 144 519 HE 009 319

Social Security Benefits for Students. Background Paper.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date May 77

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Children, *Dependents, Federal Aid, Federal Legislation, *Federal Programs, *Higher Education, *Student Financial Aid, *Students, Taxes

Identifiers—*Social Security Benefits

During the fiscal year 1976, outlays for social security student benefits made it the second largest federal program for direct aid to students (second to the Veterans' Readjustment Benefits). Benefits paid on account of a dependent child normally end on a child's eighteenth birthday; but 1965 legislation extended coverage to 18-to-21-year-old unmarried, full-time student dependents of dead, disabled and retired workers. This paper provides background about a variety of proposals to limit or eliminate social security benefits payable under current law to these students. Such proposals are given separate treatment from other social security questions because they raise a mixture of issues affecting funds and the policy of the federal government generally to encourage equal access to postsecondary education. The report contains no recommendations. (JMF)

ED 144 520 HE 009 320

Ganso, Gary

The RRPM Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Aug 77

Note—110p.; Formerly Western Interstate Commission for Higher Education, Boulder, Colorado National Center for Higher Education Management Systems.

Available from—National Center for Higher Education Management Systems, P. O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, Administrator Guides, *Budgeting, College Administration, *Costs, Educational Policy, *Higher Education, *Institutional Administration, *Planning, Program Development, University Administration

Identifiers—*Resource Requirements Prediction Model

The Resource Requirements Prediction Model is a computer-based system for generating cost simulations. It was designed to provide a campus planning team with a means to estimate departmental operating budgets required for various levels of enrollment and to simulate changes to budgets resulting from changes in institutional policy. The current model has been in use by colleges and universities since 1973. Since the model may not be appropriate for all institutions, the primer is intended for those who must decide its usefulness in planning in their schools. RRP's purpose, background, theoretical design, limitations, and uses are discussed, and an organized account of its installation is given. (MSE)

ED 144 521 HE 009 322

Gardner, Barbara S.

Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership.

University of Southern California, Los Angeles. Spons. Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 77

Note—78p.

Available from—Joint Educational Project, JEP House, University of Southern California, University Park, Los Angeles, California 90007

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bilingual Education, *Community Services, Cooperative Planning, Cost Effectiveness, Cross Cultural Training, *Curriculum Development, Elementary Schools, *Elementary Secondary Education, Higher Education, Individualized Instruction, Interinstitutional Cooperation, *Post Secondary Education, *School Community Cooperation, *School Community Relationship, Secondary Schools, Urban Schools

Identifiers—*Joint Educational Project

The Joint Educational Project (JEP) is a partnership started in 1972 between the University of Southern California and eight public schools. It has achieved a number of purposes ranging from development of new curricula and conduct of applied research to making the university and community a friendlier place. A project description tells how JEP began and grew, how it works, and its value for participating institutions and people. The strategy that guided its development is described. Suggestions are made for the adaptation of the model for other postsecondary institutions and schools. The report is written for university, college, and community college educators who would like to develop a new urban oriented or career oriented curricula or more effective community service programs in an economical way. It is also for elementary and secondary school educators who would like assistance in individualizing instruction, enriching curricula, offering bilingual and multicultural programs, and developing parent involvement in programs economically. (MSE)

IR

ED 144 522 IR 004 727

Griffith, Jeffrey C.

A Study of the Potential for Sharing Education Periodicals among the Southern UC Campuses.

Pub Date 3 Aug 76

Note—126p.; Master's Thesis, University of California at Los Angeles

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cost Effectiveness, *Costs, Information Systems, Interlibrary Loans, *Periodicals, Tables (Data), *University Libraries

Identifiers—University of California

This study reports on an examination of the overlap of periodicals that are related to the discipline of education and that are currently received by the five southern University of California (UC) campuses. An estimate is made of the percentage of these commonly held periodicals that could be more economically borrowed from a regional resource library such as UCLA, than owned individually by another southern campus. The basis for the analysis is a comparison of the cost per loan in an efficiently designed interlibrary loan system, with the cost per use for each title at each library, based upon

recorded circulation and projected demand. Estimates are made of the cost per loan, the total cost of owning a periodical, and the projected demand for volumes to be received in the next ten years. Results of the analysis suggest that between one-third and one-half of the total number of periodical titles studied could be more economically borrowed than owned. It is concluded that there is considerable potential for the sharing of periodicals related to education by the southern UC campuses. (Author)

ED 144 523 IR 004 738
Wang, Margaret C. Fitzhugh, Robert J.
Planning Instruction and Monitoring Classroom Processes with Computer Assistance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Apr 77

Note—82p.; Paper presented to the American Educational Research Association (New York City, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Autoinstructional Methods, Class Management, *Computer Assisted Instruction, Computer Oriented Programs, Curriculum Planning, Instructional Media, Instructional Technology, Multimedia Instruction, Primary Education, *Programed Instruction, *Self Directed Classrooms

Identifiers—*National Science Foundation

The Classroom Information System (CIS) is an effort to apply computer technology to the problem of managing information in the classroom to relieve teachers of clerical duties, and also to provide them with a daily account of each child's progress. There are two curricular components: a prescriptive learning program focusing on basic skills (reading, spelling, math); and an exploratory learning program consisting of art, play, conceptual games, and activities which develop social and self-management skills. Factors considered in designing the system were dialogue characteristics, response time of the computer, amount of teacher training necessary, and control of errors and system failure. The class of students in which this program was implemented is made up of 50 children from five to eight years in age, two teachers, and one instructional aide. All were given instruction in the use of the computer terminals (typewriter and television-display types) which are located in the classroom. A teacher assigns work from the prescriptive learning curriculum to each child on a weekly basis. Children may select their own activities from the exploratory component. At the end of each week, the teacher obtains the student history report from the computer and meets with the student to discuss his/her progress. Initially, more teacher time was required for CIS planning; however this decreased as they became familiar with the programs. Students learned the system quickly and have made continued progress because of immediate feedback on their work from the computer. A bibliography, flow charts and a sample student history report are included in the appendices. (JAB)

ED 144 524 IR 004 741
Chitayat, Linda

An Evaluation of Computer-Managed Education Technology at New York City Community College.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education. Spons Agency—New York City Community Coll., Brooklyn, N.Y.

Report No—CASE-32-76

Pub Date May 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Audience Participation, Audiovisual Programs, *Community Colleges, Comprehension, *Computer Oriented Programs, Electronic Data Processing, Feedback, Group Instruction, Input Output Devices, *Instructional Improvement, *Instructional Technology, Multimedia Instruction, *Program Evaluation, Test Scoring Machines

Identifiers—New York City Community College

The Computer-Managed Education Technology (COMET) program was designed to improve group instruction through the use of technological aids in the classroom. Specific objectives included: (1) improving feedback on student comprehension during a class period; (2) facilitating

the administration and grading of homework and quizzes; (3) providing for use of multimedia equipment; and (4) providing effective methods for student self-study for remedial purposes. Two classrooms and supplementary facilities were equipped with a student response system (SRS); five audiovisual response (AVR) stations; multimedia equipment; minicomputer (NOVA 840); and a card reader and line printer for inputting data and retrieval of print outs from the computer. The courses taught using the COMET facilities were mostly technical or skills oriented and primarily involved lower classmen in introductory or developmental classes. Sixteen instructors and six classes were administered questionnaires designed to measure: (1) degree of program implementation; (2) accuracy, speed, and ease of use of various hardware and software components; and (3) teacher and student reactions to the program. The SRS was found to be a valuable instructional aid; however, the AVR stations, multimedia equipment, and computerized capabilities of the program received little usage. Questionnaires are appended. (JPF)

ED 144 525 IR 004 744
Dirkes, M. Ann

Do-It-Yourself Kit for Individualized and Independent Learning.

Pub Date 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Check Lists, Elementary Education, *Individualized Instruction, Program Development, *Program Planning, Teacher Developed Materials, *Teaching Techniques

If individualized learning is to benefit a large number of students, it must be simple and versatile enough for adaptation and implementation by the majority of classroom teachers. The program components and time allocations comprising the Do-It-Yourself Kit allow teachers to formulate their own individualized learning by selecting from and modifying the stated options and by assigning weights to subcategories. A description of the kit including its teacher checklists is provided. (Author/STS)

ED 144 526 IR 004 748
Hirschbuhl, John J. Seeman, Robert

Future Review of CAI and the Coming of Videodisk Technology.

Pub Date 75

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Educational Innovation, Educational Research, *Educational Television, Futures (of Society), *Individualized Instruction, Instructional Innovation, *Technological Advancement, *Video Equipment

Identifiers—Videodiscs

This paper describes the continuing development of a computer assisted instruction system that will connect the computer and a video storage device so as to allow the computer to regulate the delivery of instruction to individual television terminals. The video storage device consists of a videodisc player which feeds television signals from 60 minute "phonograph record like" discs. A cost analysis as well as proposed research procedures and hypotheses are included. (STS)

ED 144 527 IR 004 775
Atherton, Pauline

Subject Access Project. Second Quarterly Progress Report.

Syracuse Univ., N.Y. School of Information Studies. Pub Date Dec 76

Note—12p.; For related documents, see IR 004 620 and ED 129 229

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cataloging, Content Analysis, Data Bases, *Experimental Programs, *Indexing, Information Retrieval, Library Research, On Line Systems, Subject Index Terms

Identifiers—Machine Readable Cataloging, *Subject Access

The Subject Access Project second quarterly report for September to December 1976 summarized in-progress work to improve subject access to monographs. Activities include: (1) analysis of book indexes and tables of contents for terms to augment MARC subject description; (2) analysis of additional book sections—e.g., maps,

illustrations, charts, and tables for headings coverage in indexes and contents pages; (3) examination of significant characteristics of book indexes; (4) preparation of a manual of rules and guidelines for selection of entries from table of contents or subject index to assure usability of terms in on-line searching; (5) calculation of a quota for maximum entries from each monograph; (6) preliminary cost analysis for data input; and (7) interview with prospective users to determine user requirements of the on-line catalog. The interview form is attached. (KP)

ED 144 528 IR 004 782
Foskett, D. J.

Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—COM.75/WS/34

Pub Date 76

Note—167p.

Available from—Office of Document Distribution, UNESCO, 7 Place de Fontenay, 75700 Paris, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Programs, *Foreign Countries, *Higher Education, Information Science, *Library Education, *Library Schools, Library Science, *Surveys, Teaching Methods, Training, Universities

Identifiers—*National Information Systems

Seventy schools of library and information science in 13 countries responded to a 1972 questionnaire on educational and training programs. The survey was conducted to review the current position and trends in training and education for library and information science. Respondents were questioned on the need for change, mechanization, theory and practice, courses and curricula, and teaching methods. Based on the survey, literature, and personal contact, the study concluded that: (1) the theoretical content of courses varies considerably; (2) research programs are academic and should be tested against real life situations; (3) too little attention is paid to the social or vocational role in initial courses and at the research level; (4) international and comparative studies rarely exist; (5) more attention should be given to overall structure of courses; (6) most teaching staffs are professionals and need a teaching course; and (7) the better use of audiovisual aids needs investigation. The report includes descriptive summaries of the 13 countries—Czechoslovakia, Federal Republic of Germany, France, Hungary, Netherlands, Poland, Scandinavia, Iceland, United Kingdom and British Commonwealth, United States and Canada, Latin America, Japan, and the USSR—and a detailed analysis of replies to questions. (KP)

ED 144 529 IR 004 807
O'Neal, A. Fred

Specification and Development of Computer Aids to ISD.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date Apr 77

Contract—MDA-903

Note—12p.; Paper presented at the annual convention of the American Educational Research Association (New York City, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Authors, *Computer Programs, *Coordination, Electronic Data Processing, *Instructional Design, *Management Information Systems, Systems Approach, Systems Building

This paper first notes the evolution of instructional development which has led to a need for the specification and development of computer aids to ISD activities, then notes several current efforts to meet this need, and finally describes the development of an Authoring Management System (AMS) designed to help manage the development phase of ISD. The AMS will track and coordinate the progress through all steps of the development, production, review, and revision of the instructional materials for entire courses on an objective by objective basis. It will aid in matching personal and production resources to production schedules, and will help assign available resources in the most efficient manner. It will establish and monitor deadlines for all inter-

mediate products and function as a report generator yielding a variety of management reports from the cumulative data base it maintains. Finally it will function as a management simulation allowing manipulation for planning and prediction purposes. (WBC)

ED 144 530 IR 004 814
Silverman, Charles, Ed.

High/Scope Educational Research Foundation. Report 1975-76.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date 76

Note—56p.; Photographs may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annual Reports, Bilingual Education, *Childhood, Curriculum Design, Data Processing, Early Childhood Education, *Educational Research, Parent Teacher Conferences, Playwriting, *Teacher Education, Thought Processes

Identifiers—Project Follow Through

This is an annual report from a foundation whose principal goal is the development of practical alternatives to the traditional methods of educating children and training teachers. In addition to financial statements, articles are presented which describe the foundation's activities in several areas: (1) an assessment of National Follow Through, (2) a developmentally valid preschool curriculum, (3) a cognitively oriented bilingual program, (4) early childhood education in Latin America, (5) home visitation by educators to parents, (6) a generative approach to the writing and producing of plays by children, (7) the difference between operative and figurative thought, and (8) data processing improvements at High/Scope. (DAG)

ED 144 531 IR 004 825
Mirvis, Allan

Guides to Educational Media Software. Educational Media Information Series, Volume One.

Pub Date 77

Note—164p.

Available from—Educational Media Information Service, Inc., 220 Coleridge Street, Brooklyn, New York 11235 (\$12.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Catalogs, Computer Assisted Instruction, *Discographies, Educational Games, *Filmographies, *Instructional Media, *Multimedia Instruction, Simulation, Tape Recordings, Videotape Recordings

In this annotated catalog, entries are provided for 372 mediographies. These documents list available educational media of the following types: (1) audioforms, (2) computer assisted and programmed instruction, (3) games and simulations, (4) projected media, (5) video recordings, and (6) multimedia kits. Entries are indexed according to subject, type of media, title, and key words in the title. (STS)

ED 144 532 IR 004 867
Station Occupancy Study of Seventeen Learning Resource Centers.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 76

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Attendance Patterns, Community Colleges, Facility Utilization Research, *Instructional Materials, Instructional Materials Centers, Learning Laboratories, Library Surveys, Post Secondary Education, *Resource Centers, Resource Materials, *Space Utilization, Tables (Data), *Use Studies

This study was directed toward station occupancy, station use, and hours and days of use in learning resource centers (LRC) in California Community Colleges. Other factors measured were day-graded students, number of faculty, off-shelf use of materials, and student attendance at print, non-print, and related instructional service areas. The study covered one full week in the spring semester. Conclusions indicate that: (1) occupancy was lower than anticipated, (2) occupancy is highest when classroom use is highest, (3) LRC facilities built for day-graded students are adequate to support evening patrons, (4) except at peak loads, student stations could be used

for other LRC activities, (5) station use could be increased without adding more space and seating capacity, and (6) occupancy percentages vary between new colleges which are expanding and established colleges with developed collections. Data are summarized in charts and recommendations are presented. (Author/DAG)

ED 144 533 IR 004 896
Clements, David T.

Voice Output for Student Information Inquiry.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, Cocurricular Activities, *Computer Oriented Programs, Cost Effectiveness, *Data Bases, *Information Networks, *Input Output Devices, Junior Colleges, Student Characteristics, *Student Records, Use Studies

Identifiers—*Voice Synthesizers

This paper describes the application of a tone/Synthesized Voice Output facility for the administrative inquiry of a student information data base. It contrasts the traditional audio response with the synthesized voice output and describes the principles of voice synthesizer operation and the software resources required. It also addresses concerns on the privacy of information, the need for message brevity, and the repeatability of messages. Flow charts are used throughout to depict the logic of the system and its user interface. Preliminary conclusions indicate: (1) a favorable user response due to the ease of access and the availability of "terminals," (2) a limited scope in application when considering that complex information is best communicated in printed form, and (3) a favorable cost to user ratio. (DAG)

ED 144 534 IR 004 898
Christison, Milton

Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials."

Pub Date 77

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Higher Education, *Individualized Instruction, Library Acquisition, Library Collections, *Library Education, Library Materials, *Library Material Selection, Media Selection, Professional Education, School Libraries

Identifiers—*Student Contracts

Student-teacher contracts are used to individualize instruction in a course on the selection of instructional materials for a school library collection. The course was designed as part of a graduate library/media training program. Included are: (1) a description of the course and its student objectives, (2) student contracts for each course topic, and (3) student bibliographies for the contracts. Course topics include: (1) criteria for selection, (2) selection policies and practices, (3) censorship, (4) reviewing and selection aids, (5) selection for the elementary school, (6) selection for the secondary school, (7) selection for the exceptional child, (8) weeding and discarding, and (9) selecting audiovisual materials and equipment. (Author/STS)

ED 144 535 IR 004 913
Goddard, William P.

Hillside Administration Reporting Timetabling System. HARTS II.

Pub Date 76

Note—101p.; Hard copy not available due to marginal legibility of the original document
Available from—Hillside Secondary School, 2295 Queens Ave., West Vancouver, B.C. V7V 2Y5

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Electronic Data Processing, Recordkeeping, *Scheduling, *School Administration, Senior High Schools, Student Developed Materials, *Student Projects, *Student Records, Student School Relationship

This second version of a computerized school records system utilizing punch cards was developed by high school students under faculty guidance. Not only is it inexpensive to use, but it is tailored to the needs of a particular school and, therefore, responsive to its needs. Detailed step by step instructions are provided for utilizing the system. Sufficient information is provided to guide a school desiring to develop a similar

system. Appended are: (1) documented programs and computer file information, (2) sample printouts, and (3) a calendar of tasks related to the system. (STS)

ED 144 536 IR 004 934
Western Michigan University Program Review System. Initial Design.

Western Michigan Univ., Kalamazoo.

Pub Date Apr 77

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Decision Making, *Departments, Educational Planning, *Evaluation Methods, *Higher Education, Program Evaluation, Universities, *University Administration

This report presents an initial design for a university program review system which is intended to improve decision making and planning through an in-depth evaluation of the university's academic departments and programs. The system involves three phases: (1) self study by the department, (2) a review by a committee external to the department, and (3) evaluation of the review system itself. The third phase is intended to ensure that reviews are properly conducted, to improve the review system, and to encourage effective use of the information obtained. Included are an annual calendar and a variety of forms and guides to be used during the process. (Author/STS)

ED 144 537 IR 004 935
TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.

Australian Telecommunications Commission, Melbourne.

Pub Date Jul 76

Note—162p.; Some parts may be marginally legible due to type size

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Futures (of Society), Needs Assessment, *Planning, *Policy Formation, *Public Policy, *Telecommunication, Trend Analysis

Identifiers—*Australia

This document is intended as a guide to directions in Australia's social, economic, and technical future as related to likely trends in the demand for telecommunication facilities in the early Twenty-First Century. From this exploration of the future of telecommunications, nine policy recommendations were made to guide telecommunication research, planning, and operational management in the more immediate future. Appended is a list of commissioned internal and external supportive studies. (Author/STS)

ED 144 538 IR 004 952
Karian, Z.A.

The Use of Computers in Simulations.

Pub Date Apr 77

Note—9p.; Paper presented at the annual meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Higher Education, *Mathematical Models, Programming, *Simulation, *Teaching Techniques
Identifiers—Bush Mosteller Simple Learning Model

Depending on their programming knowledge, students can become involved with the use of the computer in the construction and analysis of mathematical models, either through observing and/or interacting with a model developed by a programmer, or by becoming involved in the process of constructions and testing of models. The Bush-Mosteller Simple Learning Model is used to illustrate the use of a computer simulation in instruction. (STS)

ED 144 539 IR 004 959
Fong, Elizabeth

Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-10

Pub Date Jun 77

Note—39p.; Computer Science and Technology Series; For related document, see IR 005 072

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (C13.10:500-10, Stock no. 003-003-017876, \$1.40)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Agencies, Automation, Civil Liberties, Computer Programs, *Confidentiality, *Confidential Records, *Data Bases, Information Systems, Privacy, *Program Development, Standards

Identifiers—*Data Base Management, *Privacy Act 1974

The Privacy Act of 1974 (PL 93-579) and guidelines for its implementation impose requirements on Federal agency personal record-keeping practices. This report presents an implementation strategy for the administration of certain Privacy Act requirements with the use of current data base management systems. These requirements are analyzed in the light of data base software functional characteristics, and implementation approaches utilizing commonly available data base management systems are described. As these approaches cannot anticipate every possible situation, they should not be construed as an official standard or legal interpretation regarding the Act's provisions. Rather, they provide tools for efficient and effective computer utilization in Privacy Act compliance by extending routine processing functions to include necessary administrative functions at minimal additional cost. Appendices include references, a summary of requirements of the Act, and tables listing correlations with compliance procedures and data base management system functions for the requirements of data collection, maintenance and use; access; amendment; dispute handling; disclosure; and public notice. (Author/KP)

ED 144 540 IR 004 961

Fletcher, Jerry L.

Dissemination in Relation to Elementary and Secondary Education. Final Report.

Office of Education (DHEW), Washington, D.C. Pub Date 1 Jan 77

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Educational Innovation, *Elementary Secondary Education, Federal Government, Government Role, *Information Dissemination, *Information Networks, Information Systems, *Public Policy

This report presents the results of an inquiry initiated by the Dissemination Policy Council of the Educational Division of HEW into the present strengths and weaknesses of educational information dissemination in the nation and what policies or policy changes at the Federal level might be implemented to help deal with the weaknesses. Recommendations include: (1) establishment of consistent definitions in law and in practice; (2) establishment of planning and administrative mechanisms at all levels; (3) initiation of training programs; (4) improved research, development, evaluation, and collection of descriptive data; (5) increased financial resources for dissemination; and (6) development of a nationwide vision of a comprehensive educational dissemination system. (Author/STS)

ED 144 541 IR 004 976

Van Stolk, Mary

Monkey See, Monkey Do.

Pub Date 17 May 76

Note—10p.; Report submitted to the Royal Commission on Violence in the Communications Industry, Montreal, Canada

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Children, *Crime, Futures (of Society), Modeling (Psychological), *Television, *Television Viewing, *Violence

The author cites empirical evidence and studies to support the thesis that television violence is not valuable as a sublimation for violence. Maintaining that television propaganda consists primarily of violence and mis-information about human behavior, and that children copy what they see, she concludes that television has taught people how to be violent and how to react to violence. She advocates swift measures to avert repercussions of exposure to this kind of propaganda, and the use of the medium to show people how to raise children and how to live with each other. (BBM)

ED 144 542 95 IR 005 000

NORWELD. First Annual Report.

Northwest Library District, Bowling Green, Ohio. Pub Date 74

Note—16p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Annual Reports, Librarians, Library Cooperation, *Library Programs, Library Surveys, *Objectives, *Public Libraries, Statistical Data

Identifiers—Northwest Library District

Progress in meeting project objectives, statistics, and information gathered from an evaluation questionnaire are reported. Objectives in the following areas are listed with a brief summary of activities for that year: (1) Administrative; (2) Reference; (3) Media; (4) Staff Development; and (5) Public Relations. Appendices include statistical data on 1074 interlibrary loan requests filled, reference question statistics, and a patron survey. (AP)

ED 144 543 95 IR 005 001

NORWELD. Third Annual Report. Final Report.

Northwest Library District, Bowling Green, Ohio.

Pub Date 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, Interlibrary Loans, Library Administration, Library Cooperation, *Library Networks, Library Reference Services, *Public Libraries, Public Relations, Questionnaires

Identifiers—Northwest Library District

This report covers the period from January 1 to December 31, 1976, which was the third year of operation for NORWELD. Thirty-five public libraries and one state library agency from 12 northwestern Ohio counties participated in various degrees in the activities of this multicounty library cooperative formed in 1974. NORWELD's objectives and activities are reviewed in the following areas: (1) reference and interlibrary loan; (2) staff development; (3) public relations; and (4) administration. Patron and evaluation questionnaires are appended. (Author/AP)

ED 144 544 IR 005 006

Bagenstos, Naida Tushnet Owoc, Paul

Analysis of Consumer Information Products Collected.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Pub Date Apr 77

Note—192p.; For related document, see IR 005 007

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Catalogs, Consumer Education, Consumer Protection, *Content Analysis, *Curriculum Guides, Units of Study

Identifiers—*Consumer Information Products

Consumer information products were analyzed in a project to provide objective, comparative information on such products. This list presents the analysis for each of 178 consumer information products in the areas of reading, mathematics, social studies, exceptional children/learning disabilities, career education/vocational education, English, exemplary practice, bilingual education, and general curriculum. Each entry includes information on these categories: (1) citation; (2) content and who produced the compilation; (3) method used to obtain the information; (4) item verification and description; (5) item format; and (6) compilation format. (KP)

ED 144 545 IR 005 007

Consumer Information. Final Report.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Pub Date Apr 77

Note—61p.; For related document, see IR 005 006

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Catalogs, Consumer Education, Consumer Protection, *Content Analysis, *Curriculum Guides, Questionnaires, Social Studies

Identifiers—*Consumer Information Products

One of three projects reported by the Central Midwestern Regional Educational Laboratory included analysis of 178 existing consumer information products. Steps in the analytical scheme were preparation of an annotated bibliography and development of a plan for providing objective, comparative information on such products. These were found in the areas of reading, mathematics, social studies, exceptional children/learning disabilities, career education/vocational education, English, exemplary practice, bilingual education, and general curriculum. Social studies products were considered model products because they were comprehensive, had useful

retrieval systems, and presented information in a lively and readable fashion. The second project consists of the development of a questionnaire survey which will be administered to analyse features of the NIE Catalog, one of the largest consumer information products in existence. The Laboratory suggested guidelines for revised entries into the Catalog based on informal reactions to it. Included in the report are: (1) analytical framework outline; (2) list of products studied; and (3) NIE Catalog questionnaire. The final report discusses current social studies curricula and suggests an approach to selecting among them. (KP)

ED 144 546

IR 005 020

Wilson, H. Greg.

A Quest for Control of Attrition from Correspondence Study. Volume 1: Text.

College of External Studies, Sydney (Australia).

Pub Date 76

Note—202p.; For related documents, see IR 005 020-022; Best copy available

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrator Guides, Comparative Analysis, Correspondence Courses, *Correspondence Schools, *Correspondence Study, *Dropout Identification, Enrollment Influences, Extension Education, Literature Reviews, *Potential Dropouts, Resource Materials

Identifiers—Preliminary Unit Packs

This report is addressed to administrators in the field of correspondence education. In dealing with attrition, it suggests that it is possible to control the proportion of those who do not start after enrollment; it may be possible to reclaim those who fail an examination; and the proportion of those who drop out may be reduced. Beginning with a survey of opinions in the field, the report examines correspondence study and attrition from an international perspective. A third chapter describes a way to compare attrition problems across institutions by distinguishing stages on a continuum from "career counseling" through "issuance of certification." The following chapters describe the Preliminary Unit Pack (PUP) experiment. Faced with high attrition and increasing enrollment, initial resources (often 300 pages of books and notes) sent to applicants on enrolling, as well as the staff needed to organize this process, were becoming expensive. PUP was begun to determine non-starters early in the program stages. The initial pack of resources sent to enrollees was reduced in size and a response to this material was required prior to formal enrollment. Nine of 100 courses were chosen for the PUP experiment. A reduction of the non-starter rate, with consequent savings of administrative resources, was achieved. A major side effect was that PUP students submitted assignments faster than others. Nine recommendations are suggested to reduce attrition in correspondence education (DAG)

ED 144 547

IR 005 021

Wilson, H. Greg.

Quest for Control of Attrition from Correspondence Study. Volume 2: Data.

College of External Studies, Sydney (Australia).

Pub Date 76

Note—271p.; For related documents, see IR 005 020-022

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Correspondence Courses, *Correspondence Schools, *Correspondence Study, *Data, *Dropout Identification, *Potential Dropouts, Statistical Data, Tables (Data)

Identifiers—Preliminary Unit Packs

The Preliminary Unit Pack (PUP) experiment was an attempt to identify non-starters in correspondence education early in the program stages. An initial pack of resources sent to enrollees was reduced in size and a response to this material required prior to formal enrollment. A reduction of the non-starter rate was achieved in the experimental sections. Data collected in support of that experiment are presented in this volume; the experiment is described in Volume 1. (DAG)

ED 144 548

IR 005 022

Wilson, H. Greg.

Catalogue of Material Relating to Correspondence Education with Stress on Attrition.

College of External Studies, Sydney (Australia).

Pub Date 76

Note—255p.; For related documents, see IR 005 020-022

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
 Descriptors—*Bibliographic Citations, Catalogs, Correspondence Courses, *Correspondence Schools, *Correspondence Study, *Dropout Identification, *Potential Dropouts
 Identifiers—Preliminary Unit Packs

This bibliography lists writings on correspondence education originally collected for use in staff training and provides examples of the thoughts and experiences of practitioners, as well as of courseware and administrative material. Some emphasis is given to the theory and practice of student attrition. Entries are arranged by author, topic, and country. Author listings are coded for market level, e.g., adult, junior college, university. Author and country listings are coded by topic headings, and author and topic listings are coded by country headings. (DAG)

ED 144 549 IR 005 032
 Nilson, Carolyn

The Variables of Capacity Building: A Process Design Action Research Report.
 Pub Date May 77

Note—87p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Information Dissemination, Information Needs, *Information Services, Matrices, *Program Evaluation, *School Districts, Teachers
 Identifiers—*Connecticut

Connecticut established a program of field agents in 1976 to link information resource bases and educational practitioners. All school districts in the state were served. The linkage involved sorting, storing, analyzing, packaging, and delivering information. The field agents concentrated on clients' perceived needs. The program was evaluated according to a matrix of the following variables: (1) client identification—teacher, administrator or other; (2) type of request; (3) hours spent; (4) dissemination functions—skills, promotion, supportive activities; (5) assessment functions—negotiation, catalyst, needs sensing; (6) installation functions—selecting resources, linkage, consultative services; and (7) impact on teacher or administrator, and time lapse before impact on students. A narrative evaluation was compiled of clients' perceptions of services based on questionnaire written responses. Teacher-client and administrator-client case studies, as well as graphs and tally tables, are included. (KP)

ED 144 550 IR 005 035
 Dunnett, C. W.

The Design and Development of Educational Resources.
 Pub Date 75

Note—14p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Objectives, Cognitive Objectives, Complexity Level, Educational Development, *Educational Objectives, *Educational Resources, *Instructional Design, *Instructional Materials, Psychomotor Objectives

When designing educational resources, it is important to have a clear understanding of the instructional problem you are attempting to solve, both in terms of its appropriate domain and level. While the cognitive, affective, and psychomotor domains are not mutually exclusive, one will usually predominate. In determining the appropriate level, it is important to remember that to reach a given level it is necessary to pass through all subordinate levels. Levels are: (1) definitions, (2) component recognition and location, (3) awareness of purpose, (4) components of usage, (5) awareness of sequences, (6) application, and (7) discrimination and extrapolation. (STS)

ED 144 551 IR 005 039
 Hedrick, Susan C. And Others

The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach.
 Pub Date Apr 77

Note—15p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiences, *Educational Television, Effective Teaching, Formative Evaluation, Health Education, Higher Education, *Student Evaluation of Teacher Performance, Teacher Evaluation, *Teacher Selection, Telecourses, *Television Teachers, Undergraduate Students

This paper describes the instructor selection process for a television course in health education for undergraduate students. Since presenter selection may be critical for instructional effectiveness, the selection process was designed to utilize objective data to predict the presenter's impact on the intended audience. Audience appeal or ability to hold the interest of the learner was measured by student and staff reactions to 3-1/2 minute video taped presentations. Differences between student and staff preferences emphasized the importance of employing representatives of the target audience in the selection/rating process. (STS)

ED 144 552 IR 005 041
 Contreras, Eduardo And Others

Cross-Cultural Broadcasting.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—47p.; Best copy available

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York City, N.Y. (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Broadcast Television, *Cross Cultural Studies, Cultural Factors, Linguistics, Political Issues, *Programming (Broadcast), Psychological Characteristics, Radio, *Research Reviews (Publications)

Identifiers—*Cross Culture Broadcasting, Institute for Communication Research

New broadcasting technologies have extended the possibility of distributing radio and television programs over extensive areas encompassing different countries and peoples of different cultures and languages. This raises problems of program content and format as well as legal and political questions relating to trans-national information flow. This research review attempts to discover existing empirical findings concerning four effects of cross cultural broadcasting: cultural, linguistic, psychological, and political. Topics include problems and trends in cross cultural broadcasting; what is known about radio, television, satellites and film; language as a constraint on broadcasting; the influence of broadcasting on language; directions for future linguistic research; cross cultural understanding; visual perception; studies on communication effects; and political issues. Cross cultural broadcasting is an area of communication on which little research exists, while need to know more grows as technological advances and patterns of international program flow develop. This publication is intended to stimulate more research in this area. (Author/KP)

ED 144 553 IR 005 071
 Directory of the Florida Motion Picture and Television Industry.

Florida State Dept. of Commerce, Tallahassee.

Div. of Economic Development.

Pub Date Mar 77

Note—52p.; Document may reproduce poorly due to colored pages

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Broadcast Industry, *Directories, *Film Industry, Guides

Designed to assist the motion picture or television producer, this directory lists organizations (producers, distributors, talent agencies, laboratories, etc.) by geographical section in Florida. Each entry includes the company address, telephone, services available, a contact person, and credits. (DAG)

ED 144 554 IR 005 072
 Personal Privacy in an Information Society. Final Report.

Privacy Protection Study Commission, Washington, D.C.

Pub Date Jul 77

Note—659p.; For related document, see IR 004 959

959; Some parts may be marginally legible due to print size of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock no. 052-003-00395-3)

EDRS Price MF-\$1.16 HC-\$35.49 Plus Postage.

Descriptors—*Confidentiality, *Confidential Records, Data Bases, *Electronic Data Processing, Government (Administrative Body), Government Publications, *Information Systems, Organizations (Groups), *Privacy, Private Agencies, Standards

Identifiers—*Privacy Act 1974

This report of the Privacy Protection Study Commission was prepared in response to a Congressional mandate to study data banks, automatic data processing programs, and information systems of governmental, regional and private organizations to determine standards and procedures in force for the protection of personal information. Recommendations were made to the President and Congress on the extent to which the principles of the Privacy Act of 1974 should be applied to organizations other than Federal Executive agencies, and on legislation necessary to protect the privacy of individuals while meeting legitimate government and society information needs. Chapters cover the consumer-credit relationship; depository relationship; mailing lists; insurance relationship; employment relationship; record keeping in medical-care relationship; investigative-reporting agencies; government access to personal records and private papers; record keeping in the education relationship; citizens as beneficiaries of government assistance; state role in privacy protection; relationship between citizen and government; the Privacy Act of 1974, the citizen as taxpayer, and the citizen as participant in research and statistical studies; and the social security number. Hearings of the Commission are appended. (Author/KP)

ED 144 555 IR 005 102
 A Video Handbook for Libraries: A Look at What Milwaukee Has Done.

INPUT Community Video Center, Milwaukee, Wis.

Spons Agency—Patrick and Anna M. Cudahy Fund, Milwaukee, Wis.

Pub Date 75

Note—26p.

Available from—INPUT Community Video Center, 3104 W. Kibourn Avenue, Milwaukee, Wisconsin 53208 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Television, Film Libraries, Guides, *Library Collections, *Library Programs, *Library Services, *Program Development, Public Libraries, *Video Cassette Systems, *Video Tape Recordings

Identifiers—*Wisconsin (Milwaukee)

This handbook provides an overview of the videotape program in the Milwaukee County Federated Library System, and outlines the planning and implementation process. It is intended for use by other institutions to learn shortcuts and avoid problems in developing similar programs. History of the program includes a summary of a feasibility study surveying community organizations and media resources, outline of goals and objectives and suggested library uses for videotape resources in reference, entertainment, enrichment—continuing education, and use with groups in planned programming. The collection is described in terms of programming. Collections of videotapes at universities, public television stations, and Public Television Library, the State Educational Television Network, local commercial Television stations, commercial distributors, community groups, and other organizations are listed. Descriptions of copyright restrictions and cataloging are also provided. The importance of training in equipment use is stressed and methods are outlined. A final section on purchasing videotape equipment considers planning, selection criteria, how to bid, budgeting, and general specifications for equipment. A bibliography and sample instruction sheet for equipment use are included. (KP)

ED 144 556 IR 005 104
 Annual Report of the University Libraries. June 1, 1975-May 31, 1976.

State Univ. of New York, Albany. Univ. Libraries.

Pub Date Apr 77

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, Librarians, Library Administration, *Library Expenditures, Statistical Data, *University Libraries

Identifiers—*State University of New York Albany

Highlights of the 1975/76 annual report for the University Libraries at the State University of New York at Albany include: (1) acquisitions dropped markedly; (2) follow-up on the report of the library review team, including the beginning of a long term project of developing a statement of mission and objectives for each unit by library

staff and implementation of various recommendations; (3) a budget crisis caused the loss of three professional and one clerical position; (4) a budget freeze resulted in vacancies in 25 library positions; and (5) a Library Council was created. This report presents objectives and expenditures for administrative services, personnel, bibliographic development, bibliographic operations, reference services, and the Division of Special Services. Statistics for library operations and a list of faculty activities are appended. (Author/AP)

ED 144 557 IR 005 107
Computer Search Service Group. Policy Manual. Massachusetts Univ., Amherst. Univ. Libraries. Pub Date Jun 77

Note—29p.; Best copy available
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Data Bases, *Information Retrieval, Library Automation, *Library Reference Services, *Library Technical Processes, Search Strategies

Identifiers—University of Massachusetts Amherst
This policy manual explains computer search services at the University of Massachusetts/Amherst, University Library. The service is available to anyone willing to assume the cost of the services and able to schedule time for both the search strategy interview and the search itself. Requests for computer services are not accepted over the phone or by mail, and the actual search is rarely conducted without the requestor present. The policy manual describes the following: (1) responsibilities of the computer searcher, including scheduling appointments and interviewing, charging services to university accounts, conducting the search, attending workshops, and maintaining search aids; (2) responsibilities of the coordinator, who compiles statistics, reports to the head of reference, coordinates publicity, allocates funds, and updates data base information; and (3) responsibilities of the public services office, which include computing the cost of the searches, ordering supplies, approving publicity, and formulating new policies. (Author/AP)

ED 144 558 IR 005 118
Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation. Kansas State Dept. of Education, Topeka. Report No.—KEDDS publication No. 1
Pub Date 76

Note—15p.; For related documents see ED 132 978 and ED 132 979

Available from—Hillside Secondary School, 2295 Queens Ave., West Vancouver, B.C. V7V 2Y5

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Data Bases, Guides, *Information Dissemination, *Information Retrieval, *Questioning Techniques, *Search Strategies
Identifiers—*Kansas, Kansas Educational Dissemination Diffusion System, Kansas State Department of Education

This guide to the use of information reviews the development of Kansas Project Communicate from 1972-1976, and the Kansas State Department of Education (KSDE) computerized information service (KEDDS), which serves as the resource component of the information dissemination system. KEDDS (Kansas Educational Dissemination Diffusion system) is financed by an NIE grant. It includes a project director; an expanded information resource base utilizing ten resource centers; and field consultants who link the KSDE regional centers with local schools. Also presented are guides on search negotiation, search delivery, and search evaluation. (AP)

ED 144 559 IR 005 127
Parish, Ralph

A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—Change Agents, *Information Dissemination, Models, *Networks, Program Descriptions, *Program Development, School Districts

Identifiers—Linking Agents, Project LINK: National Diffusion Network

The National Diffusion Network was initiated in 1974 by the United States Office of Education (USOE). Thirty states developed state facilitators

the first year and 36 states had facilitators the second year. Among the facilitators in the network, there appears to be considerable difference in the approaches that are taken to diffuse the projects that have been identified by USOE/NIE and the Joint Dissemination Review Panel. Most of the differences reflect the range of theory found in the literature regarding dissemination and diffusion. When examining the available knowledge and experience available to linking agents, it became clear to the LINK staff that some clear choices had to be made. There are at least three general models than can be identified as relating to State Facilitator work (Education Program Facilitators): (1) product/knowledge dissemination; (2) process change model; and (3) the interactive model. This paper is concerned with some of the conclusions the LINK staff has made about facilitating change and ways to train people to do it. (Author/BBM)

ED 144 560 IR 005 130
Schank, Roger C.

Research at Yale in Natural Language Processing. Research Report #84.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date 76

Contract—N00014-75-C-1111

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Artificial Intelligence, *Computational Linguistics, *Computer Programs, *Programming Languages, *Research
Identifiers—Natural Language Processing, *Yale University

This report summarizes the capabilities of five computer programs at Yale that do automatic natural language processing as of the end of 1976. For each program an introduction to its overall intent is given, followed by the input/output, a short discussion of the research underlying the program, and a prognosis for future development. The programs discussed are: SAM, a script-based story understanding program; FRUMP, a fast program designed to skim a newspaper looking for events in which it is interested; PAM, a plan based program designed to understand stories that call upon general knowledge of human goals and relationships; TALESPIR, a program intended to make up stories to tell in an interactive mode; and WEIS/POLITICS, a program designed to read newspaper headlines and both code the sentences into a political coding scheme, and simulate a person with an ideological belief system being informed of the event in the headlines. (WBC)

ED 144 561 IR 005 133
Demonstration and Evaluation of the PLATO IV

Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—ARPA-Order-2245

Pub Date Jun 77

Contract—DOHC-15-73-C-0077

Note—25p.; For related documents, see ED 135 377-378, ED 136 824, ED 140 775-776

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Programs, *Cost Effectiveness, *Military Training, Performance Based Education, Research Projects, *Technical Reports

Identifiers—*PLATO IV

This is a report of a program aimed at the demonstration, tests, and evaluation of the educational and economic effectiveness of PLATO IV computer-based education as implemented in several geographically dispersed military training sites. It also describes a technical program aimed at increasing the cost effectiveness of the PLATO system. During this reporting period efforts of the Military Training Command (MTC) and of the PLATO Educational Evaluation and Research (PEER) groups were directed towards data gathering, researching, and preparing reports describing characteristics of the Advanced Research Projects Agency (ARPA)/PLATO project. The reports, in various stages of preparation, are: (1) Reliability of CBE Systems, (2) An Assessment of Lesson Review as a Formative

Evaluation Tool, (3) PLATO IV Terminal Peripheral Devices, (4) TUTOR Training: Lessons Learned, (5) An Overview of Chanute Lessons, (6) A Survey of Chanute Lesson Development Techniques, (7) PLATO Courseware Development Procedure, and (8) Locus of Control in Computer-assisted Instruction. Various data and brief descriptions of smaller projects are presented. (Author/DAG)

ED 144 562 IR 005 134
Communications—Getting the Act Together.

Canadian Communications Research Information Centre, Ottawa (Ontario).

Pub Date 11 Jul 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Governance, Government Role, *Legislation, *Policy Formation, Public Policy, *Telecommunication, Television

Identifiers—An Act Respecting Telecommunications in Canada, Bill C 43, *Canadian House of Commons

This document provides a discussion of the policy implications of a proposed bill introduced in the Canadian House of Commons in Spring 1977 relating to the regulation of telecommunications in Canada. This act, which can be viewed as an attempt to make telecommunications more responsive to changing technology and to provincial concerns, seeks to reemphasize federal jurisdiction over such areas as licensing, programming content, restriction of the freedom of expression, and the setting of rates and tariffs. (Author/STS)

ED 144 563 IR 005 137
Christenberry, Mary Anne

Individualizing Course Content in Undergraduate Education: A Contract Plan.

Pub Date Nov 76

Note—16p.; Paper presented at the annual conference of the International Congress for Individualized Instruction (Boston, Massachusetts, November 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Contracts, *Course Content, *Individualized Instruction, Planning, Student Reaction, *Student Teacher Relationship, Teacher Role, Undergraduate Study

Contracting for the content of an undergraduate course as one means of individualizing instruction is discussed in this report. It proved to be a successful method for students with wide varieties of background and educational aims in a number of education courses. A personal contract between each student and the instructor is drawn for the duration of the course. The instructor's suggestions for planning this approach to individualized instruction are discussed with advantages, disadvantages, a report of student reactions and opinions, and suggested procedures for implementation of this approach. Both the instructor and the students found that these contracts facilitated learning and considered it a practical demonstration of a good teaching method which has been widely discussed but too seldom used in undergraduate instruction. (Author)

ED 144 564 IR 005 140
Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS—f(H,S,P).

Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977)

Association for Educational Data Systems, Washington, D.C.

Pub Date Apr 77

Note—338p.; Some parts may be marginally legible due to small print of the original document. Available from—Association for Educational Data Systems, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$10.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computers, *Conference Reports, Elementary Education, Higher Education, *Information Systems, *Instructional Technology, Post Secondary Education, Secondary Education

Papers presented by executives and administrators from all levels of education, and representatives from research, manufacturing, and commercial organizations, discuss relationships between modern technology and modern education, and

educational data systems. Texts of presentations are included for: (1) 18 papers concerning computer applications to instructional support and curriculum in elementary and secondary education; (2) 15 papers on computer applications to instructional support and curriculum in post secondary and higher education; (3) seven papers in managing computers and computing—elementary and secondary education; (4) 11 papers in managing computers and computing—post secondary and higher education; (5) 14 papers covering information systems and applications—elementary and secondary education; (6) nine papers in information systems and applications to post secondary and higher education; and (7) six general interest papers. An author index is provided. (KP)

ED 144 565

IR 005 142

Itelson, John C.

Prime Time School Television.

Pub Date Apr 77

Note—24p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Commercial Television, Educational Television, Librarians, Media Specialists, Parents, *Public Television, Teachers, *Teaching Procedures, *Television Curriculum, *Television Viewing

Identifiers—*Prime Time School Television

The complete text and pictures of a slide/tape and videotape presentation explain Prime Time School Television (PTST), a non-profit organization, with emphasis on the active role of participants in utilizing prime time programs in everyday teaching-learning situations. PTST encourages teachers to recommend and use evening television programs as part of classroom resources. Family viewing is encouraged, and suggestions made to stimulate activities and discussions in the home and schools. PTST produces materials about outstanding television programs and develops materials for serial programming. Services and activities of PTST include: (1) a core program of advance information on interesting television programs for which it has developed educational materials; and (2) a guide to movies appearing on television. (KP)

ED 144 566

IR 005 163

Cohen, Kathleen

Audio-Tutorial in Art History.

California State Univ. and Colleges, Los Angeles.

Pub Date 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Art, Art Appreciation, *Art Education, Autoinstructional Methods, *Autoinstructional Programs, Higher Education, History, *Instructional Media, *Programed Instruction, Teaching Methods

Identifiers—*Art History

An audio-tutorial approach for an art history course taught at San Jose State College in the fall semester 1973 is evaluated by the Project Director and by an Evaluation Consultant. The teaching method combines several techniques: a weekly film presentation, filmstrips and audio tapes to be used in individual audio-tutorial sessions, a study guide containing slide lists and work sheets for each filmstrip unit, coordinated reading assignments, and weekly discussion groups. The Project Director's report summarizes the advantages and disadvantages of the method, evaluates questionnaires and comments from the students, and provides data such as time and material required to develop the program and recommendations for further use of the method. The purpose of the Consultant's evaluation was to study three questions: (1) Are student attitudes about the instructional methods, participation in discussion, and time spent related to final exam scores? (2) Are student grade point averages related to attitudes about methods, attendance, exam scores, and total points earned? (3) Do students in the course achieve differently on the final exam than students taught by other methods? The Consultant's methods and procedures, findings, summary, and sample questionnaire are included. (Author/JAB)

ED 144 567

IR 005 164

Allen, Mary J. Cohen, David C.

Attitudes toward Instructional Methods at California State College, Bakersfield.

California State Univ. and Colleges, Los Angeles.

Pub Date 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Faculty Evaluation, Graduate Students, Higher Education, *Instructional Improvement, Needs Assessment, State Colleges, *Student Attitudes, Student Interests, *Student Opinion, Surveys, *Teacher Attitudes, *Teaching Methods, Teaching Procedures, Undergraduate Students

The purpose of this project was to seek out systematically students' perceived needs, attitudes, and interests concerning an array of presently-available and possible new educational experience in order to guide individual faculty and their departments toward the use of instructional formats most likely to win student acceptance. A survey was distributed to 2,000 students and 13% were returned. In addition to information about experience, attitudes, and preferences concerning each major instructional method, students indicated which faculty they regarded as best at each method. Faculty nominated most often were then consulted about their approach. The results of the survey are reported in summaries of student characteristics and student and faculty opinions. Conclusions were: (1) the sample was not representative, (2) generally, student attitudes were not related to experience with the instructional method, (3) popular methods were internships, experiential learning, and student initiated courses, (4) student and faculty comments were similar, (5) student attitudes to consequences of dishonest behavior were lenient, and (6) no "best" method suited all student needs. (Author/DAG)

ED 144 568

IR 005 166

Spangenberg, Ronald W.

Territoriality in Carrel Design.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-21

Pub Date Jun 77

Note—11p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 771-057/40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Carrels, *Design Needs, Design Preferences, Instructional Design, Learning Laboratories, Social Behavior, *Social Relations, Space Utilization, Student Teacher Relationship, Study Facilities

Three factors which may impact upon carrel design are cloistering, social interaction, and territory-related behaviors. Level and manner of seclusion are discussed, and related literature findings are reviewed in this report. Social interaction, both student-to-student and instructor-to-student, are surveyed and the group size factor is carefully reviewed. Shared space adaptation can involve territorial and dominance behaviors. The potential impact of these factors is discussed. Conclusions suggested the need for a variety of customized learning spaces and a program to determine their impact upon learning. (Author)

ED 144 569

IR 005 168

Milks, Donald E.

Structural Design with Individualized Instruction.

Pub Date Nov 76

Note—16p.; Paper presented at the annual meeting of the International Congress of Individualized Instruction (Boston, Massachusetts, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Engineering, Classroom Techniques, *Engineering Education, Grading, *Individualized Instruction, Learning Modules, Performance Based Education, Student Teacher Relationship

This paper describes the use of individualized instruction concepts in courses on structural design in undergraduate engineering programs. Areas covered include the distribution of time, unit packages, laboratory, and grading. Specific features discussed include class discussion, programmed problems, and summary units. Outcomes of such courses have been: (1) more effective learning of course materials by students, (2) greater efficiency in time spent by teachers and students, (3) better student-teacher relationships, (4) better understanding of course objectives by teachers, and (5) immediate feedback to students

and teachers. It is suggested that individualized instruction would be useful in continuing education for professional engineers. (DAG)

ED 144 570

IR 005 170

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration.

Practical Concepts, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Contract—NIE-C-74-0148

Note—310p.; For related documents, see IR 002 691-694 and IR 005 171-172

Available from—Practical Concepts, Inc., 1730 Rhode Island Avenue, N.W., Suite 200, Washington, D.C. 20036 (\$20.00 + postage)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Communication Satellites, *Demonstration Programs, Educational Finance, *Educational Policy, *Educational Television, Federal Programs, Financial Policy, Policy Formation, *Program Evaluation, Programming (Broadcast), Rural Education, Rural Population, Telecommunication, *Use Studies

Identifiers—Alaska, Applications Technology Satellite 6, *Educational Satellite Communication Demonstration

The Educational Satellite Communications

Demonstration (ESCD) is described from two

perspectives: primarily, as a guide for future

investment in satellite television based on user

reaction to the technology; and secondarily, as a

guide for future investment in demonstrations in

general based on ESCD's planning, funding, and

management. Two major questions are addressed:

(1) What does the ESCD experience suggest in

terms of telecommunication policy, educational

policy and programming, and roles and responsibilities

of Alaskan village and regional organizations?

(2) From the perspective of federal sponsors,

is there a course of action that can benefit

both Alaskans and educational research? Recommendations

for the future derived from user reaction

to ESCD are organized around three

questions: (1) Does satellite television fit the

requirements of rural Alaskans? (2) Can control

of the rural media systems be delivered to

villages? (3) What lessons have been learned about

programming? Explicit recommendations were:

(1) ESCD was not worthwhile; (2) villages should

control planning and investment; (3) satellite is

but one of several ways of providing telecommu-

nications coverage; and (4) NIE should not fund

further demonstrations using ATS-6, rather, it

should focus investment on secondary school

education, tape as well as real-time video, and

village or regional control over all plans and

investments. (DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

(DAG)

ED 144 572 IR 005 172
Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement.

Practical Concepts, Inc., Washington, D.C.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0148

Note—93p.; For related documents, see IR 002 691-694 and IR 005 170-172 ; Best copy available

Available from—Practical Concepts, Inc., 1730 Rhode Island Avenue, N.W., Suite 200, Washington, D.C. 20036 (\$10.00 + postage)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Communication Satellites, Demonstration Programs, Educational Policy, *Educational Television, *Program Evaluation, Use Studies

Identifiers—Alaska, Applications Technology Satellite 6, *Education Satellite Communications Demonstration

This summary reviews the recommendations of the first annual report, describes the Education Satellite Communications Demonstration, and discusses its impact on Alaskan affairs and institutions. Based on this, it presents educational alternatives and new experiments appropriate to Alaska's needs in three areas: (1) physical implementation of the schools and curriculum, (2) achieving teacher effectiveness, and (3) effective administration processes. The implementation and implications of giving control to the villages, a major concern, is discussed in relation to various recommendations. Finally, operational answers are given to several questions regarding NIE investments in this and in similar satellite demonstrations. A chronological history supporting the impact discussion is included. (DAG)

ED 144 573 IR 005 173

Steinkirchner, Raymond E. Deignan, Gerard M. Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-17

Pub Date May 77

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (771-057/50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Computer Assisted Instruction, Evaluation, Field Studies, Health Occupations Education, *Individualized Instruction, Instructional Improvement, Instructional Technology, *Medical Education, Simulation

An experimental problem-oriented medical curriculum was developed and administered by means of PLATO IV computer terminals to students enrolled in a Physician Assistant course. This report provided information required to determine if subsequent in-depth study of the comparative effectiveness of computer-assisted instruction as opposed to alternative conventional modes of instruction was warranted. This information includes development procedures, implementation conditions, student reactions, lessons learned, and cost data analyzed by Air Force health care scientists. (Author/DAG)

ED 144 574 IR 005 174

Winick, Mariann Pezzella

Films for Childhood Educators.

Association for Childhood Education International, Washington, D.C.

Pub Date 77

Note—25p.; Not available in hard copy due to marginal reproducibility of original

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$1.25 plus 10% for postage and handling)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Early Childhood Education, Elementary School Teachers, Film Criticism, *Filmographies, *Instructional Films, Instructional Materials, Preschool Teachers, *Teaching Guides

This is a review of films in six thematic groupings: (1) The Open Classroom on Film, (2)

The Developing Child, (3) Readiness and the Natural Abilities of Children, (4) Schools as Mirrors, (5) Families: Weavers of Civilization, (6) Children: The Legacy. Each review describes strengths and weaknesses, and gives guidance for follow-up usage. All films are indexed by title and identified by distributors' names, date of release, rental cost, length, and availability in black and white or color. The introduction suggests sources of films and criteria for selecting them; it also provides suggestions on using film for educational purposes. (Author/DAG)

ED 144 575 IR 005 178

Kraft, Donald H. Hill, T. W., Jr.

A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers.

Pub Date 72

Note—37p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, *Decision Making, *Information Centers, Information Retrieval, Information Systems, Library Administration, Library Cooperation, Library Facilities, Library Networks, Library Planning, *Mathematical Models, Use Studies

The problem of selecting which sites to use in locating library and information centers in order to best achieve system objectives is modeled as a mixed zero-one linear programming problem and examined in detail. The model incorporates an objective function based on the costs of locating centers and of transmitting information to the users. The model also incorporates constraints to account for the scarcity of service available at the various sites (capacity) and for the need to at least satisfy the minimal demands of the users. The model is meant to be used to aid the library system's management in making better location decisions, since the objective function can be shown to reflect the evaluation of the library as an information retrieval system and as a service organization. Moreover, the model is seen to be related to the problems of locating plants and warehouses. A reformulation incorporating the properties of both interlibrary communication networks and the transmission of information services to clients is presented and discussed. The dual problem is derived and analyzed to yield several economic implications of the locational model for librarians. (Author)

ED 144 576 IR 005 180

Werking, Richard Hume

Lawrence University's Library Service Enhancement Program: A Report on the Planning Year.

Lawrence Univ., Appleton, Wis.
 Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 31 Aug 77

Note—102p.; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Libraries, *Library Instruction, *Library Planning, Questionnaires, School Surveys, *University Libraries

Identifiers—Lawrence University WI

In 1976 Lawrence University of Wisconsin was a recipient of a Library Service Enhancement Program grant from the Council on Library Resources. This report describes the project librarian's activities during the planning year, and also provides an outline of the program of bibliographic instruction to be implemented at Lawrence. Included are descriptions of interviews with faculty, a questionnaire survey of the student body, work with a long-range planning committee, and student and faculty evaluation of bibliographic presentations to classes. Also included are a model library research guide and a copy of the project librarian's final report to the faculty and administration. (Author)

ED 144 577 IR 005 181

McCullough, Kathleen And Others

Approval Plans and Academic Libraries: An Interpretive Survey.

Pub Date 77

Note—164p.

Available from—The Oryx Press, 3930 E. Camelback Road, Phoenix, AZ 85018

Document Not Available from EDRS.

Descriptors—Books, *College Libraries, *Library Acquisition, *Library Material Selection, Library Technical Processes, Purchasing, State of the Art Reviews, *University Libraries

This study of the use of book approval plans in academic library acquisition programs was undertaken (1) to try to determine the state of the art and degree of acceptance, and (2) to compare Purdue's experience with that reported by others. Investigators were an acquisitions librarian, an academic librarian, and a vendor's representative. A questionnaire with 41 major items was sent to acquisition department heads in 144 university or college libraries. Of the 101 responding, 80 had experience with approval plans. Results of the survey are discussed under several categories: general characteristics of the institutions, experience with plans, funding and internal accounting, organization of book collections and of book selection personnel, processes of book selection and location, and others. The questionnaire form is presented together with discussion and tabulation of the replies to each question. Approval plans, in general, are critiqued by an acquisitions librarian, a subject specialist, and a supplier. (JAB)

ED 144 578 IR 005 185

Gulfoyle, Marvin C. And Others

Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries.

Pub Date 21 Jul 77

Note—12p.; Prepared by the Task Force to extend the study of microforms in the University of Oklahoma Libraries; For related document see ED 122 785

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Audiovisual Aids, *Guidelines, *Library Acquisition, *Library Technical Processes, *Microforms, University Libraries

Guidelines developed for the University of Oklahoma libraries with emphasis on the effective use and management of microform materials as well as the status of nonprint materials are presented. Following a statement of position regarding nonprint materials guidelines cover: (1) acquisition—microforms and nonprint materials; (2) bibliographic control of nonprint materials—cataloging and classification, and serials control; (3) physical control of nonprint materials and equipment—policy for collections, costs to patron for loss or damage of materials or equipment, and purchase of equipment. (KP)

ED 144 579 IR 005 188

Williamson, William L., Ed.

A Search for New Insights in Librarianship: A Day of Comparative Studies.

Wisconsin Univ., Madison. Library School.

Pub Date 76

Note—114p.; Proceedings of a conference held in the Library School Commons, Helen C. White Hall, University of Wisconsin, Madison, Wisconsin, April 25, 1975 ; Not available in hard copy due to marginal legibility of the original document

Available from—Library School of the University of Wisconsin-Madison, 600 N. Park St., Madison, Wisconsin 53706 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Developing Nations, Development, Foreign Countries, *Libraries, Library Associations, *Library Education, *Library Role, Library Services, National Libraries, Public Libraries, Publishing Industry

Identifiers—Ceylon, Germany, Jamaica, Latin America, Pakistan, Puerto Rico, Wisconsin (Southwest)

This is a collection of conference papers given by graduate students enrolled in a seminar course in Comparative Librarianship. Topics focused on library education and library development programs in foreign countries and Southwest Wisconsin. Professor Philip Altbach opened the conference with a summary version of his paper entitled "Publishing and the Intellectual Systems." The full text of his paper is included along with the following student papers: "Bibliographical Controls and Some Other Indicators of the Status of Librarianship in Ceylon and Pakistan"; "Development of Library Education Programs in the Two Germanies since 1945"; "Comparative Studies: Onions? or the Emperor's New Clothes?" (comments about the characteristics of comparative librarianship); "Indicators of Library Development: Counties of Southwest Wisconsin"; "Indicators of Library Development: Latin America"; and "A Comparison of Jamaican

and Puerto Rican Library Development." Figures and statistical data are included in some of the papers. (JPF)

ED 144 580 IR 005 190
Lambert, Roger H. And Others
Wisconsin Occupational Information System. Annual Progress Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Jul 76
Grant—T30A-76-100
Note—192p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.
Descriptors—*Annual Reports, Expenditures, Information Dissemination, Information Science, Information Services, *Information Systems
Identifiers—*Wisconsin Occupational Information System

The first annual report of the Wisconsin Occupational Information System (WOIS) is a descriptive analysis of activities and procedures utilized during the initial grant period of July 14, 1975-July 13, 1976. This report is divided into eight sections summarizing the program of work during the first year. These include: (1) an overview of the Wisconsin Information System; (2) administrative and organizational information; (3) information development; (4) delivery vehicle; (5) user services; (6) financial information; (7) evaluation; and (8) future needs. (Author)

ED 144 581 IR 005 196
Sergeant, R.
Librarianship and Information Work: Job Characteristics and Staffing Needs.

British Library, London (England). Research and Development Dept.

Pub Date 77
Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Cluster Analysis, Foreign Countries, *Librarians, Libraries, *Library Administration, *Manpower Needs, Occupational Information, *Occupational Surveys, Statistical Data, *Task Analysis, Task Performance, Work Attitudes, Work Environment
Identifiers—Great Britain

This report is an analysis of an investigation of staffing requirements for librarianship and information work carried out between 1972 and 1975 under the title of Sheffield Manpower Project. The results of the administration of a job descriptive questionnaire to members in a representative 45 per cent sample of libraries and information units (19 public, 47 academic, and 91 special libraries) in England and Wales are reported. The form of job description, covering the intellectual, social, and physical demands of the work environment, enables the personnel requirements for the jobs to be inferred fairly directly. An assessment is made of the degree to which existing personnel meet the demands of their jobs. The way in which library and information work is changing, and the roles of men and women, and of graduates are also discussed. Appendices include statistical data on the distribution of library and information units by type, size, and number of employees; job holders' biographical characteristics; and general identifying characteristics of jobs. Summaries of the best and worst features of library and information work, as reported by the sample population, and a classification of jobs by cluster analysis is also included. (Author/JPF)

ED 144 582 IR 005 197
Merrins, Barbara, Comp.
Bibliographic Instruction.
West Virginia Library Association.
Pub Date 21 Apr 77
Note—52p.; West Virginia Library Association Working Conference of the College and University Section (Bethany, West Virginia, April 12, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.
Descriptors—Audiovisual Instruction, Audiovisual Programs, *College Libraries, Higher Education, *Library Instruction, Library Planning, *Library Programs, *Library Skills, Orientation Materials, University Libraries, Workbooks
Identifiers—West Virginia Library Association
Current methods for library instruction in academic libraries include audiovisual materials, programmed learning, self-paced workbooks, and course-related instruction. This document consists

of reports on instructional programs involving these methods at five college and university libraries. The Concord College Library's program, "A Librarian in the Classroom," develops the curriculum of a course through cooperation between a librarian and the instructor with input by the students as the course progresses. An audiovisual orientation program at West Liberty State College (designed for students in freshman English) is a 35mm color slide presentation with live narration for large groups or a cassette tape for individual viewing. Bibliographic instruction at Glenville College is handled through the user services department. West Virginia University has developed a workbook for teaching library skills which provides students with hands-on library experience and is used as the basis for a one credit hour course, "Bibliographic Citation for Non-print Materials." It was prepared by Fairmont State College to assist the researcher because current manuals neglect instructions for citing non-print materials in research papers. (JAB)

ED 144 583 IR 005 198
The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976.

Library of Congress, Washington, D.C.

Pub Date 77
Note—29p.; For related document, see IR 005 199

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Annual Reports, *Government Libraries, Legislative Reference Libraries, Library Networks, Library Reference Services, Library Services, *National Libraries, Statistical Data
Identifiers—*Library of Congress

A summary of the major activities of the Library of Congress (LC) is given for a 15 month period ending September 30, 1976. Highlighted are the activities of the Congressional Reference Service, Processing Department (acquisitions, cataloging, and networking), Federal Library Committee, Copyright Office, Reader Services Department, major exhibits, and public programs. Two information tables give statistics on the number of collections by format and the growth of the total collection since 1906. This report is for an extended period due to a change in the government fiscal year. (JPF)

ED 144 584 IR 005 199
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976.

Library of Congress, Washington, D.C.

Pub Date 77
Note—251p.; For related document, see IR 005 198; Some parts may be marginally legible due to small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-000-00090-1, \$7.25)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.
Descriptors—*Annual Reports, Copyrights, Exhibits, *Government Libraries, Law Libraries, Legislation, Legislative Reference Libraries, Library Administration, Library Reference Services, *Library Services, National Libraries, Publications, *Statistical Data
Identifiers—*Library of Congress

The prefatory section of the Library of Congress (LC) annual report lists library officers, library committees, consultants, and an organizational chart. The body of the report begins with a narrative overview of recent LC activities in such areas as organizational changes, copyright law, Bicentennial Program, publications, and projects. Separate chapters are devoted to the activities and achievements of LC's seven major components: Processing Department, Congressional Research Services, Reader Services Department, Research Department, Law Library, Administrative Department, and Copyright Office. Appendices include an annual report of LC's Trust Fund Board; statistics and financial data on acquisitions, cataloging, photoduplication, reader services, employment, and special services; and lists of exhibits, concerts, lectures, legislation, special programs, and publications sponsored by LC. Since a change in the fiscal year occurred, a special appendix is devoted to the transitional quarter from July 1, 1976 to September 30, 1976. An index is included. (JPF)

ED 144 585 IR 005 202
Bloch, Eileen, Comp. And Others
Librarians and Academic Status: A Position Paper.

Pub Date May 77
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Evaluation, Higher Education, *Librarians, Library Education, Library Schools, Library Science, *Professional Recognition, *Standards

This paper discusses the rationale for faculty rank, status, and tenure for librarians at the College of Charleston. A brief historical overview of the profession of librarianship traces the evolution of the function of the today's librarian as a participant in the processes of teaching and research. Standards for academic status are given, as well as criteria for evaluation. Suggested criteria include: (1) professional competence and activity; (2) activities related to inquiry and research; (3) teaching or instructional effectiveness; (4) service to the institution; and (5) public service. It is suggested that only by acceptance of the standards presented can librarians be evaluated by their peers. (AP)

ED 144 586 IR 005 203
Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th).

Library of Congress, Washington, D.C. Copyright Office.

Pub Date 77

Note—35p.; This report is reprinted from the Annual Report of the Librarian of Congress, 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—*Annual Reports, *Copyrights, Court Cases, *International Relations, *Program Administration, *Statistics

This 1976 annual report of the Register of Copyrights to the Librarian of Congress outlines activities and developments within the Copyright Office. Descriptions are provided for the areas of: (1) production and services; (2) administration—staff recognition, women's activities, training, flexitime, and reorganization; (3) automation; (4) copyright publications; (5) professional activities; (6) developments in copyright revision; (7) international copyright relations; (8) the activities of the National Commission on New Technical Uses of Copyrighted Works (CONTU); and (9) judicial activities. Tables are included on copyright relations with other countries, number of copyright registrations by subject matter class, number of articles deposited, number transferred to other departments of the Library of Congress, gross receipts, fees, and registrations for 1972-76 and for 1976, and a business summary. (KP)

ED 144 587 IR 005 205
Osterman, Dean N.
Selection and Evaluation of Alternative Teaching Methods in Higher Education.

Pub Date 26 Apr 77

Note—26p.; Paper presented at the annual meeting of the Association for Educational Communications and Technology (Miami Beach, Florida, April 26, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Autoinstructional Methods, Computer Assisted Instruction, *Educational Innovation, Educational Methods, *Evaluation, Higher Education, Programmed Instruction, Programmed Materials, Selection, *Teaching Methods

College teachers are seeking alternatives to the conventional lecture as a means of teaching students. This paper presents five alternative teaching methods and their advantages and disadvantages. It describes a program for instructional method selection design and includes an evaluation matrix for the five methods. The methods examined are the Audio-Tutorial Approach to Learning, Computer-based Education, Guided Design, Learning Packages, and the Personalized System of Instruction. The selection design process involves instructors working with their peers and instructional development consultants to determine the most appropriate teaching method considering the needs, constraints, and personalities of the instructor, students, and department. Among the 24 categories tabulated in the evaluation matrix are: degree of student involvement, instructional support necessary, in-

structor teaching skill required, preparation time, and student retention of concepts. (JAB)

ED 144 588 IR 005 206
Szabo, Michael

The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool.

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Science, *Computer Assisted Instruction, *Problem Solving, *Programming Languages, Science Education, Science Teachers, Scientific Attitudes, *Scientific Methodology

Mammo I and Mammo II are two versions of a computer simulation based upon scientific problems surrounding the finds of carcasses of the Woolly Mammoth in Siberia. The simulation program consists of two parts: the data base and program logic. The purpose of the data pieces is to provide data of an informative nature and to enable problem solvers to test, formulate, and reformulate hypotheses. The program logic accepts natural language data requests, analyzes the requests and checks the results for a match with existing data, displays the data to the problem solver, stores information about the problem solver, and checks consistency between data chains and conclusion. In addition, Mammo II provides content-free problem-solving heuristics to guide, shape, or direct the process used by the student. Mammo has been used to train prospective science teachers and to study selected parameters of human problem-solving. (WBC)

ED 144 589 IR 005 208

Rizzo, William A.

Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-48

Pub Date Jul 77

Note—56p.; For related document, see IR 004 887

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Cost Effectiveness, Evaluation, *Individualized Instruction, *Instructional Media, *Microfiche, Military Training, Programed Instruction

This report concludes the second phase of a four-phase study concerning the application of the microfiche medium for onboard training. This study compared the efficiency of using microfiche versus traditional paper copy for training. Thirty experimental trainees completed the curriculum using training modules republished as microfiche. The school performance of these trainees was compared to a control group using existing modules printed by offset copy. There was no significant difference in performance between the two groups. For both groups, performance was directly related to aptitude. However, low aptitude trainees using microfiche required significantly more time to complete the curriculum than the control sub-group. The tabulation of posttraining interview responses indicated no notable user complaints regarding the use of microfiche. Costs associated with using microfiche versus paper copy for training were compared under existing and hypothetical configurations. The two major factors affecting cost were time to complete training and the consumption rate of instructional materials. (Author)

ED 144 590 IR 005 212

Becker, David S. Pyrcie, Sharon R.

Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976.

Illinois Inst. of Tech., Chicago. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Science Information.

Report No.—IITRI C6345

Pub Date 31 Jan 77

Grant—SIS-75-16262

Note—170p.; Best copy available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Algorithms, *Bibliographic Coupling, Cluster Grouping, *Computers, Electronic Data Processing, Experiments, Graphs, Information Processing, Information Retrieval, *Machine Translation, *On Line Systems, Programming Languages, *Relevance (Information Retrieval), Tables (Data)

Identifiers—Automatic Term Classification, Boolean Search Strategy, CA Condensates, COMPENDEX

The goal of this project was to find ways of enhancing the efficiency of searching machine readable data bases. Ways are sought to transfer to the computer some of the tasks that are normally performed by the user, i.e., to further automate information retrieval. Four experiments were conducted to test the feasibility of a sequential processing hypothesis: a multi-step search process using Boolean search as the first step and subject term clustering as the second. The multi-step processing can be further strengthened by incorporating some semantic information into statistical string processing by the use of a new method of Automatic Term Classification (ATC). The results suggest an organization for information retrieval systems of the future in which several processing techniques are used during a single retrieval. Charts, tables, figures, and statistical data for the experiments are included. Appendices include all symbols used during the experiment; probability of term match formulas; computer programs used in the experiments; and sample mappings of selected words. The data bases used were selected files of Chemical Abstracts Services CACON and Engineering Index COMPENDEX. (Author/JPF)

ED 144 591 IR 005 213

Saye, Jerry D.

An Examination of the Bibliographic Control

Devices of the Library of American Civilization.

Library Resources, Inc., Chicago, Ill.

Pub Date 77

Note—77p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*College Libraries, Data Collection, *Library Collections, *Library Technical Processes, *Microforms, *University Libraries Identifiers—*Bibliographic Control, Library of American Civilization

The Library of American Civilization (LAC) is the first in a series of microfiche collections developed around a central theme. The collection consists of 12,000 microbooks on ultrafiche. This study aimed to produce quantitative data leading to an evaluation of this collection and guidelines for evaluating collections of this type. Random entries from the shelf list, author catalog, title catalog, subject catalog, biblioguide index, fiche catalogs, and catalog cards of the collection were examined. The study concluded that these bibliographic control devices are of good quality as a whole; however, a greater percentage of errors exists in cataloging supplied by the publisher as compared with the "Catalog of Books Represented by Library of Congress Printed Cards, Issued to July 31, 1942." Catalog card errors were found difficult to correct due to low quality card stock, and lack of title entries limited access points to the collection. Despite these problems, the study concluded that the collection could serve a useful purpose in academic libraries that do not have this type of research material in their collections. (KP)

ED 144 592 95 IR 005 215

Hinshaw, Marilyn L.

Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 24 Jun 75

Note—122p.; Not available in hard copy due to marginal quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Libraries, *Library Networks, *Library Planning, Library Programs, *Library Services, Program Development, Program Planning, *Regional Libraries Identifiers—Library Services and Construction Act, Texas

This report is a compilation of statistical information, comparison charts, programs, and long range goals and objectives for the Texas Trans-Pecos Library System, which is headquartered in the El Paso Public Library. The major goal is to make adequate library and information resources available to all residents of the nine counties in the region. Activities planned for support of the system objectives are consultant services, continuing education, collection development, non-book media, interlibrary loan, technical support services, communication, evaluation, budgeting, and administrative services. Information on proposed programs includes statement of purpose, description of actions, consequences of not approving programs, achievement from actions,

quantitative program measurement, and alternatives. The 1976 and 1977 updates provide annual revision of statistical charts, discussion of goals and objectives accomplished, and consideration of future needs. (Author/JAB)

ED 144 593 IR 005 216

Abbott, Carol And Others

Survey of Users at the University of Oregon Map Library.

Pub Date 77

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Analysis, Data Collection, Library Research, *Library Surveys, *Maps, Questionnaires, *Special Libraries, University Libraries, *Use Studies Identifiers—University of Oregon

Ninety-one randomly selected users of the University of Oregon map library were surveyed in a term project to determine user characteristics and opinions, and results were compared with a 1972 survey. Data were collected on user status, fields of study, reasons for use, frequency and time of use, type of materials used, and satisfaction with hours, materials, facilities, location of materials, and staff assistance. The results indicated: (1) a significant drop in use of the library by faculty and graduate students; (2) increased use by undergraduates; (3) increased use by people in architecture/urban planning fields; (4) decrease in overall frequency of use; and (5) continued satisfaction with staff assistance. The questionnaire, data tabulations, and a bibliography are appended. (KP)

ED 144 594 IR 005 217

Evans, Charles

Paraprofessional Library Employees.

Council on Library Technical-Assistants, Westerville, Ohio.

Pub Date 76

Note—10p.

Available from—COLT Publications, School Management Institute, 750 Brookside Boulevard, Westerville, Ohio 43081 (\$25 each)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Job Market, Job Search Methods, Job Training, Libraries, *Library Technicians, Pamphlets, *Paraprofessional Personnel

This pamphlet describes library paraprofessionals, answering the questions: (1) What are library paraprofessionals? (2) What do paraprofessionals do? (3) How can you become a library paraprofessional? (4) What is the job market for library paraprofessionals? and (5) How do you find a job as a library paraprofessional? Work in all types of libraries is considered. Included in the description are a list of sample library technician courses, references, and a source for further information. (KP)

ED 144 595 IR 005 221

Governing Pennsylvania's Public Libraries. A

Handbook for Public Library Trustees.

Pennsylvania Library Association, Pittsburgh;

Pennsylvania State Library, Harrisburg.

Pub Date Sep 77

Note—64p.

Available from—Bureau of Library Development, State Library of Pennsylvania, Box 1601, Harrisburg, PA 17126

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Governance, *Governing Boards, Manuals, *Public Libraries, *Trustees Identifiers—Pennsylvania

This handbook was written to provide information, tools, ideas, and procedures useful to experienced and novice trustees of Pennsylvania's public libraries. Topics discussed include: levels of public library service in Pennsylvania; responsibilities of trustees; governance and policy making; state standards; human relations and affirmative action; cooperative programs; funding and sources of revenue; and how to develop a budget. A vocabulary list of common terms for librarianship, subject index, and a map of Pennsylvania showing district library centers are included. (Author/JPF)

ED 144 596 IR 005 222

Jackson, Eugene B. Jackson, Ruth L.

The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations.

Pub Date Oct 77

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Budgeting, Financial Support, *Industry, Library Acquisition, Library Collections, *Library Expenditures, Library Services, *Library Surveys, Personnel Data, *Profile Evaluation, *Special Libraries, Tables (Data)

An in-depth study of the FORTUNE 500 Corporations' libraries has revealed consistent characteristics across 27 industrial classifications, some of which parallel the divisions of professional associations, such as the Special Libraries Association. Partial profiles of Pharmaceutical, Aircraft, and Food Libraries are given as examples, with the proposals made that appropriate professional society units sponsor efforts to both complete the relevant profiles, and to determine how 139 of the FORTUNE 500 manage without libraries. Best estimates are that the 311 corporations spend between \$108.8 and \$145 million for library materials and services annually. (Author)

ED 144 597 IR 005 223
Barton, David

Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library.

Pub Date Jul 77

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Census Figures, *Community Characteristics, Community Study, Financial Support, *Library Collections, *Library Services, *Public Libraries, Rural Areas, Rural Population, Tables (Data), *Use Studies
Identifiers—South Dakota

Utilizing 1970 census data and updates plus local data and library records, the study seeks to assess the current status of public library usage in and around Aberdeen, South Dakota. A demographic profile of the community as a whole was first constructed and then compared with similar data for known public library users. Information was also gathered as to what types of library materials were being used, the age of the collection, library financial support, and governance. The resulting analysis yielded implications for more responsive library services in a number of areas. Among these are a more equitable city/council public library relationship, an expansion of the paperback book collection and audiovisual services, and the development of elementary school libraries to replace the current bookmobile service. (Author)

ED 144 598 IR 005 224
Prenner, C. J.

A Uniform Notation for Expressing Queries.

California Univ., Berkeley. Electronics Research Lab.

Spons Agency—Army Research Office, Durham, N.C.

Report No.—M-No. UCB/ERL-M77/60

Pub Date 8 Sep 77

Grant—DAAG-29-76-G-0245

Note—24p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computer Programs, Data Bases, *Information Retrieval, *Methods, Models, *Programming Languages

Identifiers—Uniform Notation for Expressing Queries

A query language which is suitable for use with a relational data base system is discussed. The language is developed as an extension of ideas found in programming languages as well as relational calculus. The development is a step towards the integration of programming languages, query languages, and data base systems. The language offers a simple logical model of the way in which the query might be processed in order to simplify query construction. However, the model does not constrain the actual processing method used by the data base system. The language has a single construct, the relational expression, which appears in either a short or long form. The language provides a Uniform Notation for Expressing Queries (UNEQ) in that any retrieval request can be expressed by suitable nesting of this single construct. (Author)

ED 144 599 IR 005 226

FID Yearbook. 1977.

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-526

Pub Date 77

Note—63p.; For related documents, see ED 093 366-367

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Directories, *Documentation, *Group Structure, *International Organizations, *Library Associations, National Organizations

Identifiers—*International Federation for Documentation

In this directory, the International Federation for Documentation (FID) provides names and addresses of its administrative and committee officers, and of its member and affiliated organizations, both international and national. Those international organizations with which FID is associated are also noted, and the relationship indicated: consultation, affiliation, or membership. Names and addresses are listed alphabetically by country for national members. (KP)

ED 144 600 IR 005 228
Lamb, Connie

Margados: A Marc-Like Format for Genealogy with Provision for Documentation.

Pub Date Dec 76

Note—72p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Computer Programs, Data Processing, *Family Background, Information Processing, *Machine Translation

Identifiers—*Genealogy

The purpose of this project was to create a machine-readable format for genealogical data. The Library of Congress MARC (Machine Readable Cataloging) bibliographic system was used as the pattern in producing the format. Tags and codes were used to uniquely identify the components of the record for computer manipulation. The resultant structure, called MARGEDOS (Machine Readable Genealogy with Documentation of Sources), was established for use with an expanded Latter-day Saint (LDS) Family Group Record form that provides source information for each element of data. The inclusion of source documentation for every data element in a detailed and standardized manner was done to increase the credibility of genealogical records. The project was accomplished in three phases: the development of the machine-readable format, the conversion of a completed Family Group Record into that format, and the testing of the format through computer execution. An ALGOL program was constructed to recall the genealogical data with the sources and to display and print out the record in a particular arrangement. The format performed adequately for its intended purpose and the trial run on the computer was successful. Included in the document are a sample LDS Family Record form, a sample MARGEDOS Record, and the computer program. (Author/JAB)

ED 144 601 IR 005 229
Maurer, Bradley Gerald

The Influence of Hindu Epistemology on Ranganathan's Colon Classification.

Pub Date Nov 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classification, *Comparative Analysis, Literature Reviews, *Philosophy

Identifiers—Colon Classification, Epistemology, *Hindu Philosophy, *Ranganathan (S R)

This study attempted to determine the influence of Hindu epistemology on Ranganathan's Colon Classification. Only the epistemological schools of Hindu philosophy and the Idea Plane element of Colon Classification were included. A literature search revealed that, although there is significant literature on each side of the problem, no bridges exist between the literatures. Using a comparative, non-empirical method, the study established epitomes, or summaries of both Hindu epistemology and the Idea Plane. These were compared and contrasted to determine the influence of the former on the latter. It was observed that evidence of the influence of Hindu epistemology is present in some aspects of the Idea Plane and absent in others. Components found to be influenced were: (1) the theory behind the Idea Plane; and (2) the theory of work in the Idea Plane. Those not influenced were the canons for work in the Idea Plane. A bibliography of sources on Hindu epistemology and on the Idea Plane is attached. (Author/KP)

ED 144 602 IR 005 230
Wood, Lewis Jay
Computer Assisted Test Construction in the BYU Library School.
Pub Date Aug 76

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Computer Assisted Instruction, Item Banks, Library Education, Post Testing, Pretesting, *Test Construction, *Testing, Tests
Identifiers—Brigham Young University UT

Computer assisted test construction (CATC) is a new testing technique that seems to provide ease and flexibility for faculty members and students. The purpose of this paper was to verify that student test scores are not adversely affected by implementation of CATC. Two sections of a basic course in cataloging were tested for one semester. One section of 30 students was used as a control group while the other 20 students served as the experimental group. The students were pre-tested and then received class instruction. During the course of the semester, unit exams were administered. Exams for the control group were prepared by the course instructor. The experimental group's exams were compiled of random questions selected by the computer from the item bank. The analysis of scores from a post-test confirmed the hypothesis there would be no detrimental effect upon test scores for students tested with the CATC system. The pre-test used in the study is included in the appendix. (Author/JAB)

ED 144 603 IR 005 231
Davis, DiAnna

The Economical Feasibility of Installing a Book Detection System at Cottonwood High School.

Pub Date Aug 77

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Book Theft, *Electronic Equipment, *Feasibility Studies, High Schools, Instructional Materials Centers, Prevention, *School Libraries, School Surveys, Secondary Schools, *Security

A study was undertaken for Cottonwood High School (CHS) to determine if an electronic security system (ESS) would reduce hardbound book theft sufficiently to justify the installation and maintenance costs of the system. A projection of future losses with and without the system was made to determine the advisability of installing a system. Other high school media centers throughout the Intermountain West employing such systems were sent surveys so a comparison could be made between CHS and other schools. Results of the survey revealed that school media centers had considerable reduction in book loss and costs after the system had been installed in their schools. Average decrease in book loss was 80 percent with a savings cost for a five year period amounting to \$386,745. Applying this percentage of decrease to previous average losses for the past five years at CHS and the average cost of the system, an ESS could prevent enough books from being stolen to pay for the system in approximately two years. Projections showed that without the system 3,715 more books would be stolen in a five year period at a cost of \$64,047. Appendices include a copy of the survey form, summary of collected data, and names and addresses of the high schools participating in the study. (Author/JPF)

ED 144 604 IR 005 232
Reveal, Arlene Hadfield

Library Instruction and Team Teaching.

Pub Date Aug 76

Note—87p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cooperative Teaching, High School Students, *Hypothesis Testing, Librarians, *Library Instruction, *Library Skills, Literature Reviews, School Libraries, Secondary School Teachers, Seniors, *Team Teaching, Tests

The premise that additional cooperation between the librarian and classroom teacher promoted acquisition of library skills, was investigated. The mutually exclusive subhypotheses were also tested. Twenty senior high school students in two small Mono County, California high schools served as the target population for the study. The experimental group was taught some units of library instruction by a classroom teacher-librarian teaching team. The control group received their library instruction from their regular teacher. The course outline used during instruction was identical for both groups. Pretest and posttest scores on a test of library skills were compared statistically using the mean, standard deviation, and t-tests. The students taught cooperatively by the classroom teacher and the

librarian made significantly higher scores; however, both groups made significant increases in their acquisition of library skills. Null hypotheses were accepted for each of the three sub-hypotheses. Another research study involving larger groups of students, teachers, and librarians using the research design of this project to validate or invalidate the findings was recommended. Appendices include the library skills test used in the study, student responses to selected questions, library instruction samples, sources cited, and references. (Author/JPF)

ED 144 605 IR 005 233

Wangsgard, Lynn

A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah.

Pub Date Dec 76

Note—115p; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, *County Libraries, Data Analysis, *Employees, Industrial Relations, Librarians, *Library Instruction, *Library Research, *Orientation Materials

Identifiers—Utah (Weber County)

Staff members of the Weber County Library System in Utah were studied in a research project to determine the effect on staff knowledge of library policies and procedures of (1) an employee handbook and (2) the handbook supplemented by a formal orientation procedure. Data were obtained from three randomly selected groups of library staff members in a pre-test, post-test situation. After administration of the pre-test, one group received the staff handbook, one received the handbook and an orientation, and the control group was given neither the handbook nor the orientation. The post-test was administered two months later. Analysis of covariance revealed a significant difference in the gain scores of all groups. The data suggested that a handbook used in conjunction with a formal orientation session was significantly better than the use of the handbook alone. The questionnaire and handbook are appended. (Author/KP)

ED 144 606 IR 005 236

McLean, Dulce DiDio

Statistical Measurement and Cataloging: Variables Determining Quantitative Output

Pub Date 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cataloging, Evaluation, Libraries, *Library Administration, *Measurement, *Performance Specifications, *Statistical Data, Task Performance

The control function of an organization includes the comparison of set management goals and performance. A trend has emerged in recent years to replace subjective judgments by objective measurements of performance in libraries. The credibility of statistical data, however, depends on accuracy used in gathering, logic applied in assemblage and analysis, and critical judgment used in appraising their significance. The cataloging department of a library has problems in collecting data, analyzing measurements, and checking performance against standards. Variables are outlined to clarify the unevenness of statistical output among cataloging departments in similar types of libraries, as well as among catalogers within the same library. Factors which need to be considered in the analysis and interpretation of original catalogers' quantitative output include: (1) managerial function—department organization and work hour requirements; (2) cataloging function—policy, materials, cooperative cataloging, personnel/size, clerical, and physical aspects; and (3) related assignments and tasks—professional, semiprofessional/clerical, and other uses of time. (Author/KP)

ED 144 607 IR 005 237

McLean, Dulce DiDio And Others

Ohio Academic Library Innovation: A Directory. Tower Series No. 3.

Toledo Univ., Ohio.

Pub Date Apr 77

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Directories, Higher Education, *Innovation, Library Planning, *Library Programs, *Library Research, University Libraries

Identifiers—*Ohio

The purpose of the directory is to publicize innovative library activities in post secondary edu-

cational institutions. To compile the directory, a report form and cover letter were sent to 119 college libraries and 12 library schools. A total of 101 reports of individual programs were received with 75 libraries and five library schools responding to the letter. Programs are listed in alphabetical order by name of library; each entry gives the name of the institution, the name of the person or department responsible, the source of funding, the name of the innovative activity, its objectives, and a brief description. Subjects represented by seven or more program reports include bibliographic instruction, library cooperation, library orientation, computers, and OCLC. The survey letter and a sample report form are included, and an index provides subject access. (JAB)

ED 144 608 IR 005 238

Holmes, Susan E.

A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah.

Pub Date Apr 77

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adults, *Libraries, Library Services, *Library Surveys, Reading, *Reading Habits, Reading Interests, Recreational Reading, Surveys, *Use Studies

Identifiers—Utah (Orem)

A survey was conducted to determine the reading and library use patterns of adults 18 years of age or older. One hundred subjects chosen by a random sample technique were individually questioned by the researcher and data were tabulated by computer using the Statistical Package for the Social Sciences (SPSS). A profile of the respondent was compiled by age, sex, marital status, education level, and occupation. Library use patterns were evaluated by criteria such as general attitude toward the library, percentage of library users and non-users, educational level of users, use of the library as part of continuing education program requirements, family size, and purpose of library visit. Reading patterns were determined based on purpose of reading, sources of reading materials, and preferences as indicated by type of material read. A summary and sample questionnaire are included. (JAB)

ED 144 609 IR 005 257

Hjerpe, Roland

Experiences of an Interactive Retrieval System—ESRO/RECON.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4035

Pub Date Nov 74

Note—21p; Tables 3 and 4 may be marginally legible due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Information Networks, *Information Retrieval, Information Science, *Libraries, *On Line Systems, Tables (Data)

Identifiers—*Royal Institute of Technology (Sweden)

The library of the Royal Institute of Technology in Stockholm has been a node in the European network for on-line information storage and retrieval called ESRO/RECON since October 1972. Experiences gathered during these two years are described, especially on the problems encountered in conjunction with promotion of information services, problems of interaction with the on-line system, and problems of document back-up services. Proposals are given for development of features not available today but considered desirable for a fully interactive system. (Author)

ED 144 610 IR 005 258

Thoren, Goran

KOMPOST—A Compression Method for Structured Files.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4037

Pub Date Apr 75

Note—25p; Figures may be marginally legible due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computers, *Data Bases, *Information Retrieval, *Information Science

Identifiers—*Royal Institute of Technology (Sweden)

Most existing general record formats for bibliographical data are mainly designed for communi-

cation purposes but not for compact storing and efficient handling in an information retrieval system. Since bibliographic databases are well structured, the types of information that will appear in a specific record will vary only within a limited scope. This has been taken advantage of in the development of a compact record format for internal use in document retrieval systems. In each record tags and identifiers are removed and the data parts of the items are collected in a single string which is organized according to an internal universal ordering. The corresponding relative addresses are collected serially in a record resident directory which is assigned a number referring to a system resident interpreter identifying the entries. Since empty entries are allowed, only a limited number of interpreters need to be used. Thus the resident part can be held within reasonable size but this will be at the expense of unused space in the records. Each entry in the directory can be divided into any tree structure which in turn is described by record resident sub-interpreters and subdirectories. Among the advantages of the record format can be mentioned: (1) any data item stored on main directory level is directly addressable and makes searching fast; (2) overhead space is heavily reduced in the records and a high compression degree is achieved; (3) new data items can readily be added to the universal ordering making the format extensible; and (4) the single data string can easily be compacted by ordinary string compression methods. (Author)

ED 144 611 IR 005 259

Persson, Olle Hoglund, Lars

Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.

Royal Inst. of Tech., Stockholm (Sweden). Library; Umea Univ. (Sweden).

Report No.—TRITA-LIB-6003

Pub Date Mar 75

Note—84p; Report developed by the Department of Sociology, Umea University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Citation Indexes, Data Bases, Evaluation, *Information Dissemination, *Information Retrieval, *Information Science, *Social Sciences

Identifiers—*Selective Dissemination of Information, *Social Science Citation Index

This report presents results from an evaluation of a current awareness service for Swedish social scientists. The service was based on the computerized version of Social Science Citation Index (SSCI). For the study an evaluation model was developed where the interaction between user and system is evaluated according to specific criteria for each phase of the information retrieval process. Generally, system performance during the thirteen week test-period was good compared to other data-bases. However, the evaluation suggests various means of improving the service. One of the most crucial factors affecting system performance and user satisfaction seems to be user knowledge about retrieval functions. Clarity and completeness of queries, degree of profiling activity, and coverage of the data base were other factors. While output was somewhat low, the mean precision rate was satisfactory. Users' evaluation of the SSCI usefulness showed about 65% of the 500 users considered the SSCI to be useful to them. The general value of SSCI is indicated by the fact that, during the rather short test-period, a majority of users increased their knowledge about current research and became acquainted with journals which they did not know previously. (Author)

ED 144 612 IR 005 260

Larsson, Rolf And Others

3RIP: File Design for the Search System.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4042

Pub Date Mar 75

Note—41p; For related documents, see IR 005 261 and IR 005 263.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bibliographic Citations, Computers, *Information Retrieval, Information Science, Information Storage, *Information Systems

Identifiers—3RIP Search System

The file design of the search system part of an interactive search and editing system, 3RIP, is

described. A scatter-stored and compact inverted file is used to search a primary file of up to 4 million records containing on the order of 10-E9 characters of text and numeric data. Searchable attributes are keywords, words or phrases in text, names, and character strings, as well as values of numeric attributes. File updating costs can be estimated at 0.01-0.02 Swedish crowns per typical record added to the primary file of the system. A typical record is assumed to contain 500 characters of textual and numeric data and some 50 directly searchable attributes generating entries in the inverted file. The amount of storage needed for the inverted file is approximately 30-50 per cent of what is needed for conventional inverted file systems. No more than two accesses are needed to reach an inverted file record with a known attribute, and some 95 per cent of the records are reached in one access. (Author)

ED 144 613 IR 005 261

Hultgren, Jan Larsson, Rolf

Pastime—A System for File Compression.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4043

Pub Date Apr 75

Note—21p.; For related documents, see IR 005 260 and IR 005 263.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographic Citations, Computers, *Computer Storage Devices, Data Bases, *Information Processing, Information Science, *Information Storage, Libraries, *Library Automation

Identifiers—3RIP Search System

An interactive search and editing system, 3RIP, is being developed at the library of the Royal Institute of Technology in Stockholm for large files of textual and numeric data. A substantial part (on the order of 10-E9 characters) of the primary file of the search system will consist of bibliographic references from a wide range of sources. If the performance of the search system is to be satisfactory, all of the primary file, or at least a large part of it, should be stored on fairly expensive secondary storage devices with relatively short access time. In order to reduce the considerable costs associated with the storage of the primary file two different approaches might be attempted: to use cheaper storage devices with longer access time for those parts of the primary file that rarely have to be processed, or use a more efficient way of coding the primary file instead of the conventional coding method. (Author)

ED 144 614 IR 005 262

Hjerpe, Roland

Computerized Information Service—SDI. Annual Report 1974-75.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4053

Pub Date May 76

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Annual Reports, Computers, Data Bases, Information Dissemination, *Information Processing, *Information Services, Information Systems, On Line Systems, Tables (Data)

Identifiers—*Selective Dissemination of Information

The Information and Documentation Centre of the Royal Institute of Technology Library performs research and development in information science. The two main areas of this continuing research and development programme are (1) development of a comprehensive SDI service and (2) investigations in interactive retrieval services. This annual report gives an account of the activities performed and the results achieved, during the fiscal year 1974-75. Included within the report are descriptions of: (1) system development and implementation; (2) information services; (3) marketing and user education; (4) user contract and profiling; (5) information processing; (6) back up services; and (7) clerical and administrative activities. Tables illustrate the new profiles per month and database; the distribution of queries on user categories and the number of searches per month. Diagrams and appendices are included. (Author/AP)

ED 144 615 IR 005 263

Lofstrom, Mats And Others

3RIP: Data Structures for Text Files.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-4061

Pub Date Jun 77

Note—18p.; For related documents, see IR 005 260-261

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Computers, Data, *Information Retrieval, *Information Science, Information Storage, *Information Systems

Identifiers—3RIP Search System, BLISS Programming Language, DEC 10 Computer

A record format and file structure for searching and editing of large textual files have been designed within the 3RIP project. This document describes: (1) general characteristics of the system; (2) implementation of the system on a DEC 10 computer in the programming language, BLISS; (3) external record format; (4) internal format; and (5) file structure and file maintenance. (Author/AP)

ED 144 616 IR 005 267

Lindqvist, Mats

Growth Dynamics of Information Search Services.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.—TRITA-LIB-6009

Pub Date Nov 76

Note—65p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Bases, *Decision Making, *Information Systems, Models, On Line Systems, Tables (Data)

Identifiers—Information Search Services

Computer based information search services, ISS's, of the type that provide on-line literature searches are analyzed from a system's viewpoint using a continuous simulation model. The analysis shows that the observed growth and stagnation of a typical ISS can be explained as a natural consequence of market responses to the service together with a business orientation on part of the funder. The study also gives an analysis of managerial decision making for an ISS. (Author)

ED 144 617 IR 005 281

Woolfs, Blanche And Others

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Educational Accountability, *Evaluation Methods, *Library Programs, Measurement Instruments, Media Specialists, *Program Evaluation, *School Libraries, Statistical Analysis, *Workshops

This report of an Institute in Evaluation Techniques in School Library/Media Programs is presented in outline form to serve as a format for other training and inservice sessions in evaluation techniques. Basic information is given in the narrative with indication of related discussion questions and activities for participants. A discussion of the importance of evaluation is followed by sections on what information to collect, existing evaluation and measurement instruments with analysis of six specific instruments, other measures of quantitative program aspects, and a description of Liesener's costing methods. Other measures considered for evaluating qualitative areas of the program are: (1) best professional judgement; (2) questionnaires; (3) interviews; (4) observations; (5) scales; and (6) ranking. The basic techniques of statistical analysis are described, including errors in observation making, computer use in analysis, manual tabulation and computation of statistics, drawing conclusions, and the Purdue Self Evaluation System for School Media Centers (PSES). Sample evaluation forms and programs, bibliography, and lists of participants, advisory committee, and staff are appended. (KP)

ED 144 618 IR 005 284

Dyson, Sam A.

Library Automation: A "First Course" Teaching Syllabus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—129p.; Best available copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Computers, *Course Descriptions, *Curriculum Guides, Graduate Students, Librarians, *Library Automation, Library Education, Library Skills, *Programming

This syllabus for a basic course in library automation is designed for advanced library students and practicing librarians. It is intended not to make librarians and students qualified programmers, but to give them enough background information for intelligent discussion of library problems with computer personnel. It may also stimulate the student to specialize in library-computer technology. Unit areas covered are introduction, how a computer works, programming preliminaries, using the COBOL programming language, circulation applications—charging and discharging books, overdue messages and statistics, and serials applications—holdings, periodical receipt cards, claim letters, and update program. Programs and flowcharts in the syllabus present suggested solution to the various problems. Students are encouraged to create their own solutions. Supporting activities include demonstrations, flowcharting, and programming. Materials and equipment include IBM cards, keypunch, and computer facilities. The instructor is urged to check the materials in the syllabus with the computing center to assure that the local center's operating conventions are observed. (Author/KP)

ED 144 619 IR 005 286

Clement, Linda Lee

Health Effects Profiles for Searching Selected Lockheed DIALOG Data Bases.

Pub Date Jun 76

Note—56p.; Master's Thesis, University of North Carolina at Chapel Hill

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Data Analysis, *Data Bases, *Health Conditions, Literature Reviews, *On Line Systems, *Search Strategies

Identifiers—BIOSIS, Chemical Abstracts Condensates, DIALOG, Enviroline, National Technical Information Service, Pollution Abstracts

This preliminary study attempted to determine the most effective search strategies for the topic "health effects" in relation to specific chemicals and/or pollutants—in this case, asbestos—for each of five selected Lockheed DIALOG data bases: BIOSIS Previews, Chemical Abstracts Condensates (Chemcon), NTIS, Enviroline, and Pollution Abstracts. Strategies were developed, searches run, results calculated, and strategies synthesized for the larger data bases—BIOSIS, Chemcon, and NTIS. Strategies were developed for Enviroline and Pollution Abstracts by selecting possible search terms/codes from relevant citations, testing hypothetical search strategies for recall and precision, and then synthesizing these strategies. All citations from each data base search were evaluated for relevance and precision was calculated. Following data analysis, the study recommended basic health effects strategies for each data base. Trends ascertained in searching these data bases by testing with asbestos showed that codes work well in BIOSIS; Chemcon and NTIS require a combination of codes and words; words alone or codes and words together could be used in Enviroline, and Pollution Abstracts require all words whose identities can be pinpointed. A list of user aids, bibliography, tables, and illustrations are included. (Author/KP)

ED 144 620 IR 005 287

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement.

Human Resources Research Organization, Alexandria, Va.

Pub Date Sep 76

Note—42p.; For related documents, see ED 105 155 and ED 117 461

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior, *Bibliographies, *Human Resources, Publications, Research, *Research Projects, Social Sciences

Identifiers—*Human Resources Research Organization

This bibliography lists research reports issued during 1976 by the Human Resources Research Organization (HUMRRO), a non-profit research and development corporation whose purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consulta-

tion. It also includes research reports prepared in earlier years and not listed previously, publications by staff members in journals, and presentations at professional and other meetings. Contracts under which research efforts have been performed are identified. Items are listed chronologically under alphabetically arranged work unit or research project code names, or under the type of research effort—e.g., exploratory or basic research. A general section, listed chronologically, includes items not directly related to special research projects, or that are related to several. An author index is provided. (Author/KP)

ED 144 621 IR 005 288
FID Yearbook, 1976.
International Federation for Documentation, The Hague (Netherlands).
Pub Date 76

Note—81p.; For related documents, see ED 093 366-367 and IR 005 226

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.
Descriptors—*Directories, *Documentation, *Group Structure, *International Organizations, *Library Associations, National Organizations
Identifiers—*International Federation for Documentation

This directory lists those international organizations with which the International Federation for Documentation (FID) is associated, with the relationship indicated: consultation, affiliation, or membership. Names and addresses of its administrative and committee officers and its members and affiliated organizations, both international and national, are provided. Names and addresses are listed alphabetically by country for national members. (KP)

ED 144 622 IR 005 289
Guidelines on Manuscripts and Archives.
Association of Coll. and Research Libraries, Chicago, Ill.
Pub Date 77

Note—13p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Archives, Guidelines, *Library Acquisition, Library Collections, Library Role, *Library Technical Processes
Identifiers—*Manuscripts

The Committee on Manuscripts Collections of the Rare Books and Manuscripts Section prepared five statements on recurring problems which plague librarians and archivists. The topics discussed are appraisal of items donated to a library for tax purposes, obtaining legal title to gift materials, the responsibility of a library to make valuable collections known and available to qualified researchers, policies for library reproduction of manuscripts and archives for noncommercial purposes, and considerations for reproduction by commercial publishers. Also included are universal gift form and instructions which were developed by the committee to be adapted for use by individual libraries. (JAB)

ED 144 623 IR 005 292
National Information Policy.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—COM.76/NATIS/6
Pub Date 76

Note—32p.
Available from—Office of Document Distribution, UNESCO, Place de Fontenay, 75700 Paris, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Evaluation Criteria, Guidelines, Information Seeking, *Information Services, *Information Systems, *National Programs, *Planning, Use Studies
Identifiers—*Information Policy, *National Information Systems

This paper, addressed to decision makers and non-technicians, explains why an information policy is necessary prior to establishing a National Information System (NATIS). It describes the need to assess the flow or non-flow of information to provide data for planning improvements in existing information services and consideration of new services. How to develop an information plan, and how to finalize and present NATIS plans through reviewing services, making recommendations, and using effective machinery to implement recommendations are explained. (Author/KP)

ED 144 624 IR 005 293
Liebesny, Felix
A State-Of-The-Art Survey on Automatic Indexing.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM.74/WS/18

Pub Date Sep 74

Note—46p.; Best copy available

Available from—Office of Document Distribution, UNESCO, 7 Place de Fontenay, 75700 Paris, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Automatic Indexing, Bibliographic Citations, Indexes (Locators), *Literature Reviews, *State of the Art Reviews, Thesauri Identifiers—*Key Word in Context

This survey covers the literature relating to automatic indexing techniques, services, and applications published during 1969-1973. Works are summarized and described in the areas of: (1) general papers on automatic indexing; (2) KWIC indexes; (3) KWIC variants listed alphabetically by acronym with descriptions; (4) other KWIC variants arranged by subject fields; (5) automatic indexing of numerical data; (6) miscellaneous techniques; (7) chemical notations; (8) thesaurus construction and related researches; (9) general reviews listed chronologically; and (10) economic aspects. A complete list of the 393 references is attached. (KP)

ED 144 625 IR 005 294
Basco, Jeno And Others

Legal Questions of the Application of Microfilm.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-75/WS/30

Pub Date Nov 75

Note—48p.

Available from—Office of Document Distribution, UNESCO, 7 Place de Fontenay, 75700 Paris, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, Court Litigation, *Foreign Countries, *Laws, *Legal Problems, *Microfilm, *Validity

This study analyzes and summarizes the statutory regulations of various countries regarding the legal validation and use of certified microcopies in place of original documents. Descriptions are provided and rules summarized for the categories of: (1) the purpose of microfilming; (2) principle uses of microfilm; (3) the making of microfilm and copies (enlargements); (4) the legal safeguards of microfilm making—including the legal regulations safeguarding the keeping and storage of microfilm; (5) connection between microfilm, copy and enlargement, and original document; and (6) the degree to which microfilm, its copy and enlargement can be admitted as evidence at courts and other authorities. Recommendations refer to legal regulations, selection of film material, material of enlargements, ensuring the identification of the microfilm with the original, checking the microfilm, registration of the microfilm; keeping, storage and maintenance of microfilm, replacement of original by way of microfilm—personal, objective, and legal criteria; and status of original after microfilm is made. The appendix contains a descriptive list of solutions practiced by 23 countries. (KP)

JC

ED 144 626 JC 770 437
Stark, Jeanne A.

A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates.

Pub Date May 77

Note—148p.; Ed.D. Dissertation, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Associate Degrees, *Bachelors Degrees, Bibliographies, Community Colleges, Educational Objectives, Health Occupations Education, *Junior Colleges, Literature

Reviews, Nurses, *Nursing, Questionnaires, *Role Perception, Skills, Surveys, *Teacher Attitudes, Teacher Nurses

The purpose of this study was to determine whether associate and baccalaureate faculties and nursing service administrators have different perceptions regarding the competencies required of baccalaureate, associate, and service nursing graduates. The competencies studied were: (1) preparation for patient care; (2) carrying out patient care; (3) teaching and guidance; (4) evaluation; (5) supervision/management; and (6) professionalism. Approximately fifty faculty from each group were surveyed using an eighty-item forced-choice questionnaire developed for the study. Response rate was 71%. Findings indicated similar faculty expectations for all nursing students, regardless of the degree program, except in teaching and supervision/management. In these competencies, between and within faculty group differences demonstrated an uncertainty about nursing roles as related to educational levels, although supervision was generally assigned to the baccalaureate nurse. The study concluded that because of nurse practice Acts, legislation, and changes in health care delivery systems, it is essential for educators and employers to agree on the functions of nursing graduates in each program. A literature review and bibliography are included and the questionnaire, statistical tables, and papers appropriate to the study are appended. (RT)

ED 144 627 95 JC 770 438
O'Banion, Terry, Ed.

Developing Staff Potential. New Directions for Community Colleges, Number 19.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—124p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit.—New Directions for Community Colleges; v5 n3 Fall 1977

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Administrator Education, Bibliographies, College Faculty, Community Colleges, *Faculty Development, *Foreign Countries, Inservice Teacher Education, *Junior Colleges, Literature Reviews, Models, Part Time Teachers, Program Evaluation, *Staff Improvement, Teacher Workshops
Identifiers—*Canada, Florida, Illinois, Quebec

The staff of a college is its single greatest resource, and its most significant capital investment. It is the collective manager of the college mission and purpose. As the purpose changes, so must the staff have opportunities to change and develop. This sourcebook presents selected approaches to staff development in community colleges. It includes a development program for administrators; perspectives on staff development in Florida and Illinois; unique problems of Canadian colleges; a model for use with part-time instructors; efforts to create a caring staff community; a model from Quebec; perspectives on staff development by academic discipline organizations; workshop processes for instructional development; methods of evaluating staff development programs; and a pertinent literature review and bibliography. Contributors include: Terry O'Banion, editor, A. Robert DeHart, Charles R. Novak, Barbara K. Barnes, Gordon Campbell, Jackie Moe, David W. Cox, Marcel Riendeau, James A. Glynn, Gregory L. Goodwin, Rita B. Johnson, Stuart R. Johnson, Albert B. Smith, Andrew Alvarado, and Elizabeth Rinnander. (RT)

ED 144 628 JC 770 439
California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 23 May 77

Note—17p.; Tables may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Students, College Majors, Community Colleges, Economically Disadvantaged, Educationally Disadvantaged, *Enrollment Trends, Evening Students, *Junior

Colleges, *Junior College Students, Marital Status, Minority Groups, Part Time Students, Physically Handicapped, Socioeconomic Background, *Student Characteristics, Veterans, *Vocational Education

Identifiers—*California, Extended Opportunity Programs and Services

California community colleges enroll nearly 1.3 million students in regular instruction (excluding community services). This represents 11% of all higher education enrollments in the nation, or one out of every eight California adults. Using 1975-76 enrollment statistics, these students are characterized as 49% female, 36.2% married or formerly married, 24% minority, 19% veterans receiving benefits, 9% physically handicapped, 31% eligible for Extended Opportunity Programs and Services (EOPS), 29% full-time, 86% enrolled for credit, and 36% attending evening courses only. The average age is 27. Nearly one-third of all full-time students are economically disadvantaged. Sixty-one percent of all students are enrolled in vocational education programs. Of the vocational education students, 42.4% are or have been married, 35.2% are of minority background, and 30.3% are veterans. Compared to non-vocational students, vocational students are more likely to possess a disability which limits their college participation, to be older, self-supporting and working more than 30 hours per week, to come from low income families, to be served by Extended Opportunity Programs and Services, to be receiving food stamps, and to be receiving state vocational rehabilitation grants. Appended is a table indicating enrollment by curriculum and supporting data in chi-square format. (RT)

ED 144 629 JC 770 440

Friedlander, Jack

The History Curriculum in Community Colleges.

Pub Date [77]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American History, Area Studies, Articulation (Program), Community Colleges, *Course Content, History, *History Instruction, Humanities, Humanities Instruction, *Junior Colleges, *National Surveys, Social Studies, *State of the Art Reviews, Western Civilization

Focusing on the decline of history curriculum in the community college, the author compared the types of history courses offered and their frequency (class sections), the relationship of offerings to all other humanities studies, and the strength of areas within history. A subsample of 182 institutions was drawn from a 15% national sample of all two-year colleges. Class schedules were examined for spring 1975 and spring 1977. It was found that history comprised 20% of all humanities courses and 23% of all class sections in both years. Of these, U.S. history and western civilization courses totaled 64%, and 83% of class sections. There was a 4% decline in "other world region" courses, and a 2% increase in social and special groups offerings. Seventy percent of the colleges offered only U.S. and western/world civilization courses. The study concludes that history curriculum is primarily influenced by the articulation policies of senior institutions, and that little effort is being made to serve any but transfer students. (RT)

ED 144 630 JC 770 441

McMullen, Harold G.

The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door.

Pub Date 19 Apr 77

Note—14p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (57th, Denver, Colorado, April 19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Discussion Groups, *Faculty Development, Inservice Teacher Education, *Instructional Improvement, *Junior Colleges, Peer Groups, Peer Relationship, Resource Centers, Teacher Improvement, *Teacher Workshops

Identifiers—*Lord Fairfax Community College VA

For four years Lord Fairfax Community College has conducted voluntary, bi-weekly "Instructional Development Clinic" sessions to provide assistance to individual faculty members asking for help on improving specific course practices.

Sessions usually focus on diagnostic, prescriptive, and/or prognostic instructional considerations, drawing on the competencies and resources available within the institution. The clinic also serves as a sounding board for faculty concerns, gives supportive assistance to faculty research teams, and fosters a sharing relationship among faculty. Leadership is managed by faculty on a rotating basis. Participation depends on faculty interests, needs, convenience, and collegial relationships. Support services and/or participation by administrators and ancillary staff are at the request of the faculty. Additional instructional support is provided through a collection of media resources on community college students, curriculum, and instruction. A typical meeting notice is appended. (RT)

ED 144 631 95 JC 770 442

Rinnander, Elizabeth, Comp.

About Administration and Governance.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrative Organization, *Annotated Bibliographies, *Cluster Colleges, Collective Bargaining, College Administration, Community Colleges, *Governance, *Junior Colleges, Management by Objectives, Management Information Systems, Multicampus Districts, Noncampus Colleges, *Trustees

This brief presents an overview of community college governance and abstracts of recent books, monographs, and other documents pertinent to that subject. Following a listing of "comprehensive sources," the entries are grouped into the following categories: (1) administrative organization, (2) cluster colleges, (3) multicampus districts, (4) the board of trustees, (5) collective bargaining, (6) management by objectives, and (7) management information systems. (DC)

ED 144 632 95 JC 770 443

Booth, Barbara, Comp.

State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Note—90p.; Not available in hard copy due to small print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Community Colleges, *Educational History, Educational Research, *Government Publications, *Junior Colleges, Master Plans, *State Boards of Education, State Programs, State School District Relationship, State Standards, Statewide Planning, Statistical Data, Technical Institutes

This bibliography provides abstracts of 531 state reports selected from the ERIC document collection. Covering ERIC accessions from the period 1968 through June 1977, the abstracts reflect the expansion of state interests and activity in postsecondary planning and coordination. The period of rapid growth in the number of two-year colleges in the mid-60's is reflected by feasibility studies for state junior college systems and standards for facilities and operations. Programs for the disadvantaged, open access, and the management and evaluation of vocational programs are concerns also evident among the early documents. Transition to the current period of stationary enrollments and reduced resources, and the concurrent expansion of state regulatory powers, are reflected in renewed discussions of college role, state-local relationships, and studies of unit costs, alternative funding formulas, program duplication and other measures of cost effectiveness. Between the earliest and latest reports are basic statistical compilations, studies of transfer success, guidelines for program development, and institutional surveys of many types. The abstracts are arranged by state, with 46 of the 50 states represented. Because the abstracts are reproduced exactly as originally published, variable typography may effect the legibility of some entries. (Author)

ED 144 633 JC 770 444

Parsons, Gary L.

An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College.

Pub Date Apr 76

Note—153p.; Ed.D. Dissertation, Nova University. Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Administrative Policy, Calculation, College Faculty, Community Colleges, Educational Alternatives, Efficiency, *Faculty Workload, *Instructional Innovation, *Junior Colleges, Measurement, Noninstructional Responsibility, Paraprofessional School Personnel, Student Teacher Ratio, *Teaching Load, Teaching Methods, Working Hours

This study examines the faculty workload policy of a community college that makes extensive use of non-traditional, innovative teaching methods. To measure workload, a mathematical equation whose sum was expressed as 100% was designed to include five factors: instructional hours, number of preparations, weekly student contact hours (WSCH), outside assignments, and paraprofessional assistance. Workloads of 163 full-time day faculty in eight instructional divisions were analyzed for 1974-75 and compared with a reference "standard load" (SL). It was found that: (1) instructional hours per week averaged 16.9, or 12.6% more than the 15 hour SL; (2) preparations per week averaged 4.51, or 8.8% fewer than the five SL preparations; (3) WSCH averaged 545.83, or 9.17% more than the 500 WSCH of the SL; (4) outside assignments per week averaged 6.29 hours, or 25.8% more than the five hour SL; (5) paraprofessionals provided 11.71% of a standard teaching load, equivalent to a total workload of 19.46 full-time teachers; and (6) total teacher load averaged 93.94%, or 6.1% less than the 100% standard load. It was also found that the present workload policy provided fair work assignment for 77.9% of the faculty, but that workload among divisions ranged from 86.23% to 114.29%, indicating a need for reexamining that policy. Recommendations are made and supporting contractual and statistical data are appended. (RT)

ED 144 634 JC 770 445

Bennett, Lula M.

An Analysis of Step-In/Step-Out Students at Valencia Community College.

Spons Agency—Valencia Community Coll., Orlando, Fla.

Pub Date Aug 77

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Dropout Characteristics, *Dropout Research, Educational Objectives, Evening Students, *Followup Studies, *Junior Colleges, Junior College Students, Student Characteristics, *Student Employment, *Student Motivation, Student Opinion

Identifiers—*Step In Step Out Students, Valencia Community College FL

In order to determine the characteristics, educational motivations, and opinions of "step-in/step-out" students at Valencia Community College (VCC), the author sent questionnaires to 200 persons selected at random from those who had enrolled for less than 12 hours credit between September 1975 and January 1977 and who were eligible to return but did not do so. Of the 180 respondents, 53% had attended VCC after full-time employment; 86% were employed while attending VCC with over 75% working at least 40 hours per week; 48% desired to attain an Associate degree, while 24% enrolled to update current career fields and 18% for personal enrichment; 64% attended primarily evening classes. Courses were rated "good" or "excellent" by 80% and 93% indicated that they would recommend VCC to others seeking to complete the same courses; 90% plan to continue their education—40% at VCC, 36% at the graduate level, and 16% at another undergraduate institution. Immediately after leaving VCC, 64% were employed full-time, with 14% continuing to attend school part-time while working full-time. The chief reasons for leaving school were lack of finances, heavy employment schedules, and completion of the only course desired. Recommendations are made and the questionnaire is appended. (DC)

ED 144 635

JC 770 446

Miller, Theresa M.

A Study of Counseling Services in Two-Year Colleges.

Pub Date [77]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, *Counseling, Counseling Programs, *Counseling Services, *Counselors, Guidance Centers, Guidance Functions, Guidance Programs, *Junior Colleges, Student Personnel Programs, *Student Personnel Services, Student Personnel Workers, Surveys

Identifiers—Connecticut, New Jersey, New York

In winter 1977, a survey was conducted of the counseling services offered by selected community colleges in the tri-state area of New York, New Jersey, and Connecticut. Included were one private and 11 public colleges that had been organized for ten years or less and had student populations ranging from 360 to 14,000. White students predominated (90%), but two colleges reported ethnic enrollments beyond 30%. Counseling services were identified in all 12 colleges, under a variety of names. Large colleges had separate offices for different functions. All but one had both day and evening hours; two were open on Saturday. All centers offered vocational, veterans, transfer, testing, learning difficulties, and personal counseling, with academic help offered by eleven. Other counseling offered included: handicapped services (10), financial aid (9), mature adult (9), group and feminist counseling (8), and student-run services (7). Over half used paraprofessionals and/or consultants, and had arrangements with local hospitals for acute emotional crises. Counselors in all colleges taught classes, and in seven schools had faculty status. Problems most often encountered were ranked as academic, vocational, interpersonal, anxiety, financial, desire to drop out, depression, and family/marital. (RT)

ED 144 636

JC 770 447

Bartos, Michael W.

Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976.

Pub Date [77]

Note—162p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Bibliographies, *Case Studies, *Collective Bargaining, Community Colleges, Court Cases, *Court Litigation, Governing Boards, *Junior Colleges, Negotiation Agreements, *Negotiation Impasses, Public School Teachers, State Legislation, *Teacher Administrator Relationship, Teacher Associations, Teacher Salaries, Unions, Wages

Identifiers—*William Rainey Harper College IL

Written to "help to improve faculty-board/administration relationships," this report carefully describes the salary negotiation impasse at William Rainey Harper College (WRHC) in 1975-76. Board and faculty senate actions and reactions are presented in time sequence, as are the subsequent court decisions. Told primarily from the faculty view, with an emphasis on the need for public employee collective bargaining legislation, the account identifies as critical to successful future negotiations at WRHC the following issues: (1) definition of the rights and roles of faculty and board; (2) determination of proper subject matter for negotiations; (3) acknowledgment by the board that it has no right to terminate negotiations unilaterally; and (4) recognition by the board of the Faculty Senate as an affiliate of the American Federation of Teachers. This in-depth case study would be valuable to administrators and faculty of any institution considering unionization and collective bargaining. A bibliography; a review of collective bargaining legislation by states; the faculty salary questionnaire; faculty salaries for 1975-76; salary and schedule proposals for 1976-77; statements and letters by board members, professors, and the college president; and bargaining proposals are appended. (RT)

ED 144 637

JC 770 448

Broadbent, William A.

Leeward Community College: Developmental Education Study.

Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date Oct 77

Note—54p.; The appendices, consisting of computer printouts, have been deleted due to poor reproducibility; Tables may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Basic Skills, Community Colleges, Developmental Programs, *Developmental Reading, Individualized Instruction, Interdisciplinary Approach, *Junior Colleges, Peer Teaching, Program Costs, *Program Descriptions, *Program Evaluation, Reading Improvement, Remedial Instruction, *Remedial Reading Programs, Teaching Methods

Five programs in developmental reading at Leeward Community College (Hawaii) were studied to determine their effectiveness. The programs were: (1) general reading using individualized exercises; (2) an integrated skills approach combining reading and basic English skills; (3) a curriculum designed for each student from diagnostic testing; (4) a program based on social competency or "survival" skills; and (5) peer-tutoring in reading, writing, and computation. Pre/post assessment used the Nelson-Denny Reading Test for achievement, and the Nowicki-Strickland Inventory for affective criteria. A post-test achievement comparison between groups, course completion rates, "subsequent educational plans", and comparative data on personnel costs were also analyzed. Statistical findings included in the document supported the following recommendations: (1) that primary emphasis should go to students with at least a high school reading ability; (2) that an integrated skills approach for differential reading gains is not supported; (3) that survival skills are best attained by learning to read generic matter well; and (4) that students with reading ability below the high school level might best be served in secondary school programs. The document contains complete program descriptions and detailed analyses of all factors considered. (RT)

ED 144 638

JC 770 449

Holiman, Marjorie

Developmental Studies Program: Cochise College, 1971-1977.

Pub Date 77

Note—66p.; Pages 27, 28, and 48 have been removed due to poor reproducibility; pages 54, 55 and 56 have been deleted because of personal information

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Class Attendance, Community Colleges, *Developmental Programs, Dropouts, *English (Second Language), Ethnic Groups, *Junior Colleges, *Mexican Americans, Program Costs, Program Descriptions, *Program Evaluation, Remedial Programs, Student Characteristics, *Student Teacher Relationship, Success Factors

Identifiers—Cochise College AZ, Nelson Denny Reading Test

In essay form, the director of the developmental education program at Cochise College (Arizona) describes her struggle to be personally and professionally effective with Chicano students from Spanish-speaking homes in a racially and culturally prejudiced community. Appended are a description of the program and a list of course offerings, as well as summative and formative evaluations of its success, including (1) a comparison of the characteristics of developmental students at Cochise with those of all U.S. college students; (2) the results of a followup study on employment of former developmental students; (3) a description of program costs; (4) an article entitled "What Mexican-Americans Remember About Beginning School;" (5) results of a survey of Cochise teachers as to the behavioral characteristics of a successful student; (6) results of a two-year study comparing college dropout rates of developmental students with those of the total student population; (7) results of a study to determine the correlation between absences and college grades; (8) an analysis of the course completion rate of developmental students; (9) results of a study of pre- and post-Nelson-Denny scores; and (10) results of a study of the college completion rate of high school graduates versus high school dropouts. (DC)

ED 144 639

JC 770 450

Holiman, Marjorie, Comp.

Developmental Program: A Better Opportunity. Cochise College.

Pub Date [74]

Note—174p.; Pages 115-120 were deleted because of personal information; Contains colored paper

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Community Colleges, Credit No Credit Grading, *Developmental Programs, *English (Second Language), Instructional Innovation, *Junior Colleges, *Mexican Americans, Peer Counseling, Program Costs, *Program Descriptions, Program Evaluation, Remedial Programs, Student Characteristics, Student Needs, Teaching Methods

Identifiers—*Cochise College AZ

This document presents a detailed description of a successful federally-funded developmental education program at Cochise College (Arizona). It includes a statement of philosophy, and sections on program structure, individual student needs, classroom instruction, skill development, special activities, evaluation, student characteristics, and budget information. The students are characterized by D₁ high school averages, reading levels from fifth to ninth grade, and come from predominantly large, Spanish-speaking families with incomes under \$8,000. Students are recruited, and are assisted with financial aid, part-time employment, paraprofessional tutors, and counseling. Classroom instruction includes the use of media, problem-solving groups, group discussions, oral student reports, individualized laboratory instruction, peer group tutoring, and reinforcement teaching. All lectures are videotaped for absent students. Grading procedures eliminate failure, and emphasis is put on the student staying in the program. Pre- and post-testing evaluation is used for determining student progress. Special activities include trips, cultural experiences, and parent participation days. (RT)

ED 144 640

JC 770 451

Selected Proceedings of the National Conference on Community Services in the Community College (San Diego, California, March 3-5, 1976).

California Community Coll. Community Services Association.

Pub Date Mar 76

Note—190p.; Conference co-sponsored by the National Council on Community Services and Continuing Education; Title I Administration, State of California; and the COMBASE Consortium

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—College Role, Community Colleges, *Community Service Programs, *Conference Reports, Continuous Learning, Correctional Education, *Junior Colleges, Multicampus Districts, Noncampus Colleges, *Outreach Programs, Program Improvement, Program Planning, Rural Schools, *School Community Cooperation, Urban Schools

This compilation of 25 papers presented at the National Conference on Community Services in the Community College would be useful to anyone seeking to establish or modify a community service program. The authors describe programs and practices at various community colleges and offer recommendations for improving both. Subjects addressed include: the role of community services in the community college; community services needs assessments, planning, administration, and evaluation; community services programs at multicampus districts, noncampus districts, urban schools, and rural schools; coordination of the community college community services effort with other community institutions and agencies; merging community services and lifelong learning; staffing community services programs; correctional education; and methods of involving adults and senior citizens in the community college. Contributors include: Robert Theobald, John Vasconcellos, Ray Witherspoon, Ray Johnson, Bernard J. Luskin, George V. Vaughan, J. Wade Gilley, Martha Turnage, James F. Gollatschek, Eugene E. DuBois, Marv Weiss, Arthur N. Cherdack, Robert E. Lahti, John Losak, James L. Wattenbarger, Peter F. Drucker, Leslie Purdy, Donald F. Mortvedt, Timothy Welch, Thomas M. Hatfield, Richard M. Stafford, Sylvia McCullom, Selma Zarakov, Jared B. Sharon, Louis W. Bender, and Suzanne Brooks. (DC)

ED 144 641

JC 770 452

Hoyt, Kenneth B.

Career Education in the Community College: An Evolving Concept.

Pub Date 19 Apr 77

Note—15p.; Speech presented at the Annual Convention of the American Association of Community and Junior Colleges (57th, Denver, Colorado, April 19, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Students, *Career Education, *Career Exploration, *Career Planning, College High School Cooperation, Community Colleges, *Continuous Learning, *Junior Colleges, School Community Relationship, Vocational Development, *Vocational Education.

In determining the future development of career education in community colleges, the variables of community college size and geographic location, emphasis on vocational versus liberal arts education, and age levels of students must be considered. The young student needs career exploration, while the adult is broadening skills or lifestyle. Meeting both needs requires community collaboration, faculty attitudinal changes, and cooperation with elementary and secondary school vocational programs. Basic elements of career education include (1) a careful consideration of educational goals; (2) helping students acquire change adaptation skills, including an understanding of the changing meaning of "work"; (3) expansion of career exploration experiences to include academic credit and participation by community personnel and faculty; and (4) work experience opportunities for all students, regardless of academic choices. Finally, all community college efforts should be developed within the concept of career education as a lifelong process which links all stages of education and life. (RT)

ED 144 642 JC 770 453

Mitchell, Charlie

The Community College Human Development

Curriculum: It's Purpose and Scope.

Pub Date [76]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Exploration, Community Colleges, Counselor Role, *Human Development, Individual Development, *Junior Colleges, Junior College Students, National Surveys, *Personal Growth, Personality Development, Personal Values, *Program Descriptions, Self Actualization, *Student Personnel Programs, Student Personnel Services

Identifiers—*Arizona

This paper discusses the need for Human Development curriculum in the community college system, and describes both the national and state (Arizona) trends in this direction. It includes short descriptions of all human development course offerings in Arizona community colleges in 1975-76. The scope of Human Development curriculum nationwide is described by summarizing the findings of a 1972 survey by Creamer, Pennington, Morgan, and Weston. Questions are raised regarding how courses are funded, the amount and kind of credit given, who administers the program, the proliferation of courses, the future direction for growth, and the evaluation of human development courses. (Author/RT)

ED 144 643 JC 770 454

Williams, Ruthann E.

Presidential Evaluation.

Pub Date [77]

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Evaluation, Bibliographies, *Chief Administrators, College Administration, Community Colleges, Evaluation, *Evaluation Criteria, Evaluation Methods, *Junior Colleges, Literature Reviews, *Presidents, State of the Art Reviews

The interest in and need for presidential evaluation has arisen from the increased size and complexity of institutions, the call for accountability, the increasing difficulty of the presidential task, and the shift in roles and responsibilities of the presidency. Presidential evaluation provides an institution with the opportunity to delineate carefully the roles, responsibilities, and expectations for its chief executive officer, and allows the president to clarify his/her own goals. Criteria for evaluation should include the areas of leadership, academic planning and internal administration, decision-making and problem-solving, institutional representation, and personal qualities. Possible evaluation methods include the use of an internal or external "fact-finder," ad-hoc committees, self-assessment, or an internal feedback

system. Rating scales, developed from agreed upon criteria, should be used. The president's self-assessment can use the same scales, or can take a narrative form which includes his goals, administrative style, major issues confronting the institution, and strategies for goal achievement. A bibliography is appended. (RT)

ED 144 644

JC 770 455

Butler, Eugene W.

Project Evaluation Report.

Massachusetts State Board of Regional Community Colleges, Boston.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 12 Aug 77

Grant—PS-8976

Note—148p.; Pages 58, 72, 74-75, 112-118, 141-143 have been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Colleges, Educational Accountability, *Educational Assessment, *Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Junior Colleges, *Models, Program Evaluation, Questionnaires, Self Evaluation, Summative Evaluation

Identifiers—*Community College Occupational Programs Eval Syst, Massachusetts

"Project Evaluation" was conceived to aid evaluation systems in Massachusetts community colleges by accomplishing three main tasks: (1) determining the current status of evaluation efforts; (2) piloting an appropriate program evaluation system and adapting it to Massachusetts; and (3) developing a uniform placement and follow-up system. To meet these goals, all fifteen colleges first conducted an institutional evaluation inventory. Information concerning placement and follow-up studies, self-evaluation activities, and studies of attrition and enrollment trends was solicited. Next, two campuses were chosen from five volunteers to participate in on-site team visitation to selected program areas, using the California Community College Occupational Programs Evaluation System (COPES). Finally, placement and follow-up recommendations were made and short and long-range data questionnaires were developed and piloted. Extensive appendices include a complete COPES model and questionnaire, system-wide program frequency data, pilot study program information, the institutional research survey, data pilot questionnaires, and letters, schedules, and other material pertinent to the project. (RT)

ED 144 645

JC 770 456

Affirmative Action Policy and Program Manual.

[Revised]

Ventura County Community Coll. District, Calif.

Pub Date Oct 76

Note—36p.; Appendix A deleted due to poor reproducibility; Contains some light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrative Policy, Administrator Responsibility, *Affirmative Action, Community Colleges, *Employment Practices, Grievance Procedures, *Junior Colleges, Legislation, *Personnel Policy, Personnel Selection, *Resource Guides, Teacher Employment, Teacher Recruitment

Identifiers—California, *Ventura Community College District CA

This manual sets forth the affirmative action policies of the Ventura County Community College District (California). It includes: (1) a summary of pertinent affirmative action law; (2) policy statements, objectives, and timetables; (3) a list of the duties and responsibilities of the affirmative action officer; (4) methods of implementing affirmative personnel practices (recruitment, selection, training, anti-nepotism, placement and job classification, termination and layoff, conditions of work, benefits, salary, and leave policy) for classified and certificated staff; and (5) contract compliance guidelines for district contractors operating with federal, state, and district funds. Appendices contain sample forms for implementing affirmative action policies, a description of the grievance procedure to be utilized when applicants or employees make claims of unlawful discrimination, a policy statement on the non-discriminatory selection of certificated staff, and the statement required of district contractors by the California Labor Code. (RT)

ED 144 646

JC 770 457

Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA).

Illinois Community Coll. Board, Springfield.

Pub Date Sep 77

Note—93p.; Published through a grant from the Governor's Office of Manpower and Human Development. Pages 20, 25, 27, and 28 were deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Vocational Education, Community Colleges, *Contracts, Educational Finance, *Federal Legislation, Grants, Guides, *Junior Colleges, *Project Applications, State Agencies, Vocational Education

Identifiers—*Comprehensive Employment and Training Act, Illinois

This handbook provides an overview of the Comprehensive Employment and Training Act (CETA) legislation, the Illinois Public Community College system, and provides the mechanics for the development of contracts for training and services by Illinois community colleges. It includes the following: (1) a summary of each of the eight titles of CETA, and a list of Illinois Prime Sponsors, Program Agents, and funding allocations; (2) the philosophy and purpose of the community college system and its financial operating history; (3) a description of CETA "5% funds" for vocational education and training and the role of the Illinois Department of Adult Vocational Technical Education (DAVTE) in administering these funds, plus a list of DAVTE Employment and Training staff; and (4) nine major steps for applying for CETA funds from a Prime Sponsor, the basic contents of a sub-agreement contract, and a model contract. (Author/RT)

ED 144 647

JC 770 458

Clark Technical College Adjunct Faculty Handbook.

Clark Technical Coll., Springfield, Ohio.

Pub Date [77]

Note—46p.; Some pages may reproduce poorly due to print quality of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, Administrative Policy, College Teachers, Communication Problems, Guidelines, Junior Colleges, *Manuals, *Part Time Teachers, Resource Guides, Student Teacher Relationship, *Teacher Administrator Relationship, *Teacher Responsibility, Teacher Role, Teaching Guides, *Technical Institutes

Identifiers—*Clark Technical College OH

This manual was designed to provide a communications link between Clark Technical College (Ohio) and its part-time faculty. It is distributed to all part-time teachers as a method of providing them with information on institutional policy, student relations, and college rules and regulations. It includes information on (1) the college (its philosophy, purposes, and administrative organization), (2) operations (college operating hours, parking facilities/regulations, academic programs offered, and location of administrative offices); (3) faculty/student relations (classroom procedures, attendance policy, grade reporting, academic advisement, referring students for tutoring or discipline, class roster procedures, student refund policy, student financial aid, veterans affairs, student withdrawal procedures, and disputed grades), (4) academic policy (institutional grading policy, credit/no credit policy, testing procedures/final exams, proficiency exams, and graduation requirements), and (5) general information (faculty services available, duplicating services, mail distribution, room changes, class breaks, faculty absence, emergency school closing, fire drill/tornado procedures, emergency health procedures, and adjunct faculty load policy and pay scale). Sample forms and a grade book for recording class grades and attendance are appended. (DC)

ED 144 648

95

JC 770 461

A Guidance Manual for the Physically Disabled Two Year College Applicant.

State Univ. of New York, Albany. Coordinating Area No. 4.

Spons Agency—New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Pub Date [76]

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agricultural Colleges, *Architectural Barriers, Architectural Research, Bibliographies, Building Design, Community Colleges, Educational Facilities, *Junior Colleges, Manuals, *Physical Facilities, *Physically Handicapped, Resource Guides, *Student Personnel Services, Technical Institutes, *Vocational Education

Identifiers—*New York

This manual was designed to assist in the geographic and vocational placement of the academically qualified, physically disabled student seeking two-year occupational training in New York. It is to be utilized by the student, the counselor, or any other interested individual. It rates each of 48 institutions within the State University of New York (SUNY) and the City University of New York (CUNY) systems as to accessibility and suitability for the handicapped with respect to physical features and supportive services. Included are six agricultural colleges, six technical colleges, and 38 community colleges. The manual also lists vocational degree offerings by individual schools. A list of references on architectural standards is appended. (DC)

ED 144 649 JC 770 462

A Survey of Queensborough Community College Alumni: 1962-1974.

Queensborough Community Coll., Bayside, N.Y.

Pub Date 77

Note—110p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Colleges, Employment Patterns, Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, Longitudinal Studies, Questionnaires, Salaries, *Transfer Students, Vocational Education, *Vocational Followup, Wages

Identifiers—Queensborough Community College NY

A followup survey of 1962 to 1974 alumni of Queensborough Community College (QCC) was initiated in spring 1975 to gather information on their education attainments, fields of employment, current educational activities, earnings, perceptions of QCC and suggestions to improve the college. A total of 3,015 graduates responded, or 40.7%. Summary analyses produced the following data: (1) age at graduation averaged 23.8 years; (2) 52.6% were female, 47.4% male; (3) 77.8% continued their education, with 49.1% attending another college and 53.4% of those earning another degree; (4) 81.6% of those who attended another college continued studies related to QCC training; (5) 3.7% went on to vocational/technical schools; and (6) 45.8% were currently attending school. Data on current employment status showed that 67.6% were in jobs related to QCC training; the median salary was \$12,351; and 33% were employed in business, 9.2% in industry, 5.1% in government, 17.2% in health, 21.1% in education, and 14.4% in other fields. In addition to summaries, data are given between year-of-graduation and between curriculum. Appendices include the survey questionnaire, an analysis of the sample population, a list of the schools attended by graduates, and a table indicating frequency of responses by curriculum and year. (RT)

ED 144 650 JC 770 463

Part-Time Faculty in 2-Year Colleges.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date 77

Note—6p.

Journal Cit—National Center for the Study of Collective Bargaining in Higher Education Newsletter; v5 n2 p4-8 Mar/Apr 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Collective Bargaining, College Teachers, Community Colleges, Contracts, *Employment Trends, Fringe Benefits, *Junior Colleges, *Negotiation Agreements, *Part Time Teachers, Teacher Employment, Unions

Recognition clauses of negotiated faculty contracts from 139 two-year colleges were analyzed to determine the extent to which part-time faculty are included in the bargaining unit, and to examine contract references to part-time faculty. Approximately one-half (71) of the contracts did not include part-time faculty as members. Exclusion was either stated explicitly or achieved by

the definition of the coverage. Of the 59 that expressly included part-time personnel, contracts either (1) specified the inclusion, (2) referred to "all" faculty members, or (3) made inclusion contingent on teaching load. Inclusion sometimes carried the duty of paying union dues, with delinquency resulting in termination of employment. Contracts also contained a diversity of definitions of part-time faculty, and often included restrictions on the number or percentage of hires. Part-time faculty generally received less job security than regular faculty, less compensation, and unequal benefits. (RT)

ED 144 651 JC 770 464

Coole, Walter A., Ed.

Attracting Philosophy Students—1.

Spons Agency—American Philosophical Association, Newark, Del.

Pub Date Sep 77

Note—48p.; Published at the direction of the Committee on Teaching Philosophy in Two Year Colleges, American Philosophical Association

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Information Dissemination, *Junior Colleges, News Media, *Philosophy, *Publicize, *Resource Guides, *Student Recruitment

This is the first in a series of occasional papers designed as a vehicle for the collection and dissemination of ideas for increasing philosophy course enrollments in two-year colleges. A project of the Subcommittee on Attracting Philosophy Students of the American Philosophical Association's Committee on Teaching Philosophy in Two-Year Colleges, the series provides brief descriptions of student recruitment ideas, projects, and methods for adaptation and utilization by philosophy departments and instructors. Items included in the series are presented in nine categories: Germinal Ideas, Strategies, Procedures, Projects, Graphics, Scripts, Resources, Miscellaneous, and Critiques. Among the items included in this first issue are suggestions for publicity handbooks, news releases, conducting radio interviews, project planning techniques, posters, and personal appearance speeches. Directions for users of the materials and for potential contributors to the series are given in the introduction and in the various sections. Also included in the last section of the document is a call for contributions to a special collection of radio-TV plugs celebrating birthdays of modern philosophers. (BB)

ED 144 652 JC 770 465

Cohen, Edward G. And Others

Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College.

Queensborough Community Coll., Bayside, N.Y.

Pub Date 77

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Academic Failure, Community Colleges, *Grades (Scholastic), Institutional Research, *Junior Colleges, *Longitudinal Studies, *Open Enrollment, Statistical Data

Longitudinal grade distribution frequencies before and after the institution of open admissions in fall 1970 are discussed in three related documents. The first examines the period from spring 1968 to fall 1973, showing failure grades increasing from 5.2% to 10.1% (94% increase) with open admissions, and "C" grades decreasing 19%, while all other grades showed less than 2% change. In the second document, covering spring semesters from 1968 to 1974, similar changes are noted. In addition, the percentage of "F" grades appears to follow a linear downward trend since open admissions. Both papers include grades by departments and/or divisions, evening and day classes, and credit/non-credit course work. The third document summarizes the period from 1968 to 1976 to establish grade distribution indices for monitoring and comparing grades longitudinally. Over the nine-year span, highest levels of "F" grades are shown to occur in 1971 in the first open admissions spring semester, and again in spring 1976. Explanations of this phenomenon included (1) student schedule overloads, as reflected in a 6% rise in unofficial withdrawals in 1976, and (2) freshmen entering with College Admission Averages below 70 increased from 6.5% in spring 1975 to 43.2% in spring 1976, the year immediately preceding tuition imposition.

Extensive statistical tables are appended to each document. (RT)

ED 144 653 JC 770 466

Cohen, Edward G. And Others

A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.

Queensborough Community Coll., Bayside, N.Y.

Pub Date 73

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Analysis of Variance, Basic Skills, Community Colleges, *Developmental Reading, Educationally Disadvantaged, Institutional Research, *Junior Colleges, *Program Evaluation, Reading Skills, *Remedial Programs, Remedial Reading, *Remedial Reading Programs

Identifiers—*Cooperative English Test

This study was designed to determine whether or not students assigned to remedial reading courses at Queensborough Community College were actually improving their reading skills. Students (1,543) who scored below 33% on the Reading Comprehension Subtest of the Cooperative English Test (COOP) were divided into four classes of ascending ability and two mixed classes. At the end of the semester all were post-tested using the same test. Scores were compared in vocabulary, level of comprehension, speed, and total reading. Mean scores for each class increased significantly in all four variables. Analysis of variance tests showed the groups to be distinctive from each other, and significantly different on each variable. Students at each reading level progressed on the post-test to the level of the pre-test of the next highest group. A comparison of final grades and the COOP post-test showed more agreement in classes of higher reading ability; 32% of those in the highest group failed COOP, and .6% of that group failed the course, while 77.6% of the lowest group failed COOP, and 33.3% of that group failed the course. Overall, 40.2% reached an acceptable reading level according to COOP, but final grades yielded a success rate of 86.9%. Tukey multiple comparison tests on pre- and post-test scores and frequency tables for the four reading levels are appended. (RT)

ED 144 654 JC 770 467

Cohen, Edward G. Diamond, Arnold H.

A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973.

Queensborough Community Coll., Bayside, N.Y.

Pub Date 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Algebra, Analysis of Covariance, College Mathematics, Community Colleges, Developmental Programs, Educationally Disadvantaged, Individualized Instruction, Institutional Research, *Junior Colleges, Learning Modules, Mathematics Instruction, Programmed Instruction, *Program Evaluation, *Remedial Mathematics, Remedial Programs, *Teaching Methods

Identifiers—*Cooperative Mathematics Tests

A study of 159 students assigned to remedial algebra courses was initiated at Queensborough Community College to determine levels of improvement in algebraic skills and the effects of regular, programmed, and modular teaching methods. All students studied the same material with the following differences: (1) regular instruction used no programmed or modular techniques; (2) programmed sections used pre-testing to decide individual areas for study; and (3) module students were placed in one of four instructional levels according to pre-test scores, and completed from one to four modules. The Cooperative Math Test: Algebra 1, was used for placement/pre-test, and as a post-test after final class examinations. Mean scores of all sections increased from pre- to post-test; all increases were statistically significant. Analysis of covariance showed no statistical difference among means of the three instructional groups. However, modular and programmed methods required less student time for completion, although only in modular sections could students actually complete the course in three, six, or nine weeks. Sampling was dependent on teacher cooperation. Future research relating to all remedial sections is recommended. Mathematics requirements by curriculum are appended. (RT)

ED 144 655 JC 770 468

Cohen, Edward G. And Others

The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).

Queensborough Community Coll., Bayside, N.Y.

Pub Date 74

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Aptitude Tests, Community Colleges, Composition Skills (Literary), Correlation, Developmental Programs, *Diagnostic Tests, Educationally Disadvantaged, Institutional Research, *Junior Colleges, Placement, Program Evaluation, *Regular Class Placement, *Remedial Programs, Writing, *Writing Skills

Identifiers—*Cooperative English Test

In order to determine the validity of using the Cooperative English Test (CET) for placement in remedial writing, Queensborough Community College initiated a study using the Holistic Reading Method to rate essays written by a random sample of 204 incoming freshman in fall 1973. Three regular English and three remedial English instructors were trained to serve as a judging panel under the direction of a "Chief Reader." "Range finder" essays were ranked using 47 randomly chosen papers. These rankings were verified by the panel and were then used as reference criteria for judging other essays. Correlations were then established (1) between holistic essay scores, judges, and CET scores; (2) between placement ratings, judges, and CET scores; and (3) on the percentage of agreement between judges, holistic methods, and the 20 cases of tied placement. A significant relationship was found between holistic scores and the CET and between all methods of placement including holistic, CET, and panel judgments. There was a significant difference between holistic scores of students placed by CET scores into regular and remedial English. All findings supported the continued use of the CET for placement. Frequency tables are appended. (RT)

ED 144 656 JC 770 469

Duerr, Bradley Bell, Robert

Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.

Washington State Legislature, Olympia. Legislative Budget Committee.

Pub Date Jan 77

Note—50p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*College Teachers, Community Colleges, *Efficiency, Faculty Workload, *Junior Colleges, Resource Allocations, *Staff Utilization, State School District Relationship, *Statewide Planning, Teacher Qualifications, Teacher Salaries, *Teaching Load, Tenure

Identifiers—*Teacher Utilization, Washington State Community College System

To determine if the faculty of the Washington State Community College System were being efficiently and effectively utilized, a Legislative Budget Committee auditor selected six community colleges for a detailed review. Data selected for review were (1) individual faculty teaching loads and (2) course offerings. The auditor concluded that faculty teaching loads during 1974-75 were commensurate with those determined by union contracts, and that, if the contracts did not specify teaching load, the loads were reasonable when compared to those at colleges that did have specific teaching load standards. He also concluded that the number of course sections that could have been eliminated due to lack of student enrollment during 1974-75 was minimal. The report sets forth the qualifications for personnel, the tenure policy, and average base salaries by district and college; describes the system-level planning and review functions as they relate to utilization of faculty; and makes recommendations for improving the System's planning and review process. It also recommends that the legislature continue to include in the appropriation bill a proviso that limits the number of FTE faculty that can be employed within the System. (DC)

ED 144 657 JC 770 470

Delgross, G. M., Ed. Allan, G. B., Ed.

College Perspective '76: A Productive Past: A perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976).

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario); Saint Clair County Community Coll., Port Huron, Mich.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Association of Canadian Community Colleges.

Pub Date [77]

Note—153p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Basic Skills, *College Faculty, *College Role, Community Colleges, Cooperative Education, Educational History, Educational Innovation, Educational Philosophy, Faculty Development, *Futures (of Society), *Instructional Innovation, Instructional Materials Centers, *Junior Colleges, Student Needs

These eight papers focus on the changing role of the community college. Topics include: (1) the need for change in the way community college faculty members perceive themselves; (2) current social problems and trends and the ways in which community colleges can help to shape the future of society; (3) how the community college can become more responsive to the needs of community residents; (4) the instructional clinic approach to faculty development; (5) the Learning Center at Miami-Dade Community College and its approach to teaching basic skills; (6) different ways of implementing the concept of cooperative education; (7) the barriers to effective instructional change and ways of overcoming them; and (8) the past, present, and future roles of the community college. Contributors include: Dr. Arthur Cohen, Dr. James Dator, Peter P. Smith, Dr. Michael H. Parsons, Dr. Jeffrey M. Elliot, Dr. Sheila Gordon, Dr. James O. Hammons, and Dr. Edmund Gleazer. (DC)

ED 144 658 JC 770 471

Review of Multi-unit Community College District

Organization.

Santa Ana Coll., Calif.

Pub Date [76]

Note—19p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Change, *Administrative Organization, Centralization, Chief Administrators, College Administration, College Planning, Community Colleges, *Junior Colleges, *Literature Reviews, *Multicampus Districts, *Organizational Change

This report provides guidelines for developing the centralized administration of a multi-unit community college district and describes the experiences of several community colleges as they expanded into multi-unit districts. The term "multi-unit" includes both multi-campus and multi-college districts. The former is a district which operates two or more campuses under one governing board with each campus having a separate site administrator, whereas the latter is a district which operates two or more individual comprehensive colleges. A review of the pertinent literature revealed the following: (1) as much autonomy as possible should be allocated to each campus for the purpose of planning its own educational programs; (2) the district office should be located apart from all campuses (otherwise, one campus becomes the "main" campus); (3) each chief campus administrator should have a direct line to the district's chief executive; (4) the fiscal, data processing, and personnel functions should be centralized; and (5) a multi-campus district may have different philosophical commitments or value systems from a multi-college district. Several organizational charts are appended. (DC)

ED 144 659 95 JC 770 472

Zusman, Ami Weiner, Stephen

Operational Incentives and the Growth of Competition in the Education Sector.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Bureau No.—P76-0303

Pub Date Feb 77

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Policy, Adult Basic Education, *Adult Education, Adult Students, Community Colleges, *Educational Finance, Educational Legislation, *Interinstitutional Cooperation, *Junior Colleges, Program Development, School Community Relationship, *Secondary Education, *State Legislation, Student Characteristics

Identifiers—*California, California Senate Bill 1641

The level of competition between secondary adult education and community college programs, and the effects of duplication of services upon finances was the focus of this California study. Three geographic areas were selected to represent high inter-institutional cooperation, moderate competition, and intense competition. Key administrative personnel were interviewed and related documents were examined. Findings revealed that: (1) institutions tended to develop programs in isolation; (2) course offerings were not modified as a result of the initiation of competitive programs; (3) the student recruitment pool was similar; (4) students tended to be disproportionately white, middle-class, female, and more educated than the general population; (5) conflicts emerged from invasion of institutional "territory," but were not harmful because of the large student pool; (6) alternative adult programs increased overall adult enrollments; and (7) there was little "unnecessary duplication" since classes were either filled or cancelled, although community college costs were higher than those of secondary adult programs. Legislation pertaining to this area is discussed, as are the effects of SB1641 on finance formulas for community college enrollment growth and decline. (RT)

ED 144 660 JC 770 473

Daly, Robert

Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976. Santa Ana Coll., Calif.

Pub Date Feb 77

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Students, Aptitude Tests, Community Colleges, Continuous Learning, Educational History, *Enrollment Trends, Evening Students, Females, Grades (Scholastic), Institutional Research, *Junior Colleges, *Junior College Students, *Longitudinal Studies, Males, Part Time Students, *Student Characteristics

Identifiers—Santa Ana College CA

This report compares the characteristics of Santa Ana College (SAC) students enrolled in the fall 1966 semester with those of SAC students enrolled in fall 1976. Although the average age of SAC students has increased by only one year (from 26.9 to 27.8), the distribution of ages has radically changed, from modes of 18 and 22-25 to a single mode of 22-25. In 1976, 55% of SAC students were classified as "continuing," as compared with 29.8% in 1966. Growth has also been realized in the percentage of students returning to SAC without enrolling in classes elsewhere. In 1976, more students attended classes on a part-time basis and during both day and evening. The percentage of students enrolled full-time has decreased from 34.7% to 27.3%. Female enrollment has increased by 7%, while male enrollment has decreased by 6%. Average scores on the skills-oriented COOP-Expression test dropped 10% since 1966, while average COOP-Total scores declined 5% in the same period. However, average scores earned by students on aptitude tests have increased slightly. The overall GPA for SAC students has increased by 0.57 points, as a result of an increase in the number of "A's" and "W's" issued and a decrease in the number of other grades given. (DC)

ED 144 661 JC 770 474

Kirby, Emily B.

Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. Oakton Community Coll., Morton Grove, Ill.

Pub Date 29 Sep 77

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, *Enrollment, Enrollment Rate, Enrollment Trends, Higher Education, *Junior Colleges, *Junior College Students, *Longitudinal Studies, Part Time Students, *Transfer Students

Identifiers—Oakton Community College IL, *Reverse Transfer Students

"Reverse" transfer students are students who began their post-secondary education at a four-year institution and then transferred to a two-year college. "Lateral" transfer students are those who began at one two-year college and later transferred to another two-year college. A review of the admissions and enrollment records at Oakton Community College (OCC) indicated that transfers-in constituted 19% of OCC's student population between fall 1971 and fall 1977 and that the

128 Document Resumes

majority of OCC transfers-in are reverse transfer students from Illinois public institutions. While transfers-in constituted only 18% of the fall 1971 entering enrollment, they constituted 37% of the entering enrollment in each of the spring semesters of 1975, 1976, and 1977. Of the 6,624 OCC transfers-in from fall 1970 to fall 1977, 1,495 attended full-time and 5,129 attended part-time. Only 17.6% of the full-time transfers-in and 7.2% of the part-time transfers-in entered OCC in academic difficulty. Transfers-in are likely to begin their work at OCC during a summer session. (DC)

ED 144 662 JC 770 476
Fortune, Gwendoline Y.

Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses.

Pub Date Apr 77

Note—46p.; Ed. D. Practicum, Nova University
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Course Descriptions, Individualized Instruction, Instructional Improvement, Instructional Innovation, *Junior Colleges, *Mastery Learning, *Performance Contracts, *Social Sciences, Student Motivation, Student Responsibility, Student Teacher Relationship, *Teaching Methods

In order to determine the effectiveness of using student performance contracts in social science courses, the author chose two sections of the course entitled "The Individual in Modern Society" and two sections of the course entitled "Social Problems" for a controlled experiment. One section of each course used the contract format, whereby students were asked to sign performance contracts, and the other section was taught in a more traditional manner. Contracts were designed so that students could obtain credits for studying alternative content as well as the usual print content in texts and library assignments. Contract students could complete course objectives with or without use of a learning laboratory center. In signing a contract, each student chose the amount and kinds of course work he would perform and the grade he would receive. All four sections were taught by the same teacher. Analysis of the two groups of students demonstrated that the contract students as a group received higher grades, had less attrition, and made greater use of the learning laboratory, thus gaining more content exposure and achievement of more course objectives. Sample contracts and course descriptions are appended. (DC)

ED 144 663 JC 770 477
Young, Robert B., Comp. And Others

Professional Associations for Two-Year College Student Development Staff.

Spons Agency—American Coll. Personnel Association, Washington, D.C. Commission XI—Two Year Coll. Student Development; National Council on Student Development, Washington, D.C.

Pub Date Sep 77

Note—78p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admissions Counselors, Community Colleges, *Counselors, *Directories, Foreign Student Advisers, Guidance Personnel, *Junior Colleges, National Surveys, *Professional Associations, Special Counselors, *Student Personnel Workers

This directory lists 428 professional associations which serve two-year college student development workers. It includes 46 national, 86 regional, and 296 state and substate associations. Most entries contain the organization name, address, phone number, annual fee cost, contact person, purpose, and the persons or areas served. The result of a national survey sponsored by the American College Personnel Association, the directory is a valuable resource for all student development professionals, with listings relevant to counseling, testing and evaluation, career planning and placement, financial aid, housing, orientation, foreign students, veterans, student activities, athletics, college unions, bookstores, admissions, registration, and health services. (RT)

ED 144 664 JC 770 478
Hauselman, A. J. Tudor, Dan
Compendium of Selected Data & Characteristics, 1976-1977.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date Jun 77

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Faculty, Community Colleges, Degrees (Titles), *Educational Finance, *Enrollment, Enrollment Trends, Expenditures, *Financial Support, Inservice Teacher Education, *Junior Colleges, Junior College Students, Longitudinal Studies, Public Support, Salaries, State Legislation, *Student Characteristics, Terminal Students, Transfer Students
Identifiers—Kentucky, *University of Kentucky Community College System

This document describes the legislative history, development, and current status of the University of Kentucky Community College System. Legislated in 1962, the 13-college system enrolled 17,196 credit students in 1976 compared to 1,907 in 1967. Transfer students accounted for 37.4% of enrollment, Applied Science degree students accounted for 53.4%, and 9.2% had no degree objective. Fifty-four percent of the transfer students and 59% of the Applied Science degree students attended full-time. The total capital outlay for the system in 1975-76 was \$12,517,033, with an average per student cost of \$941.91. Entering students in 1976 averaged a mean composite ACT score of 15.7. Of all 1976 students, 26% report family incomes below \$9,000, 80.6% are Caucasian, 35.3% are under 20 years of age and 34.8% are 26 or older. Data are presented longitudinally where appropriate: (1) by sex, college, degree level, and program; (2) on numbers of graduates, faculty degree levels, types and numbers of library materials, and in-service training activities; (3) on operating expenditures by college, services, function, general educational costs, and salaries; and (4) on ACT scores by sex and year, on ethnic enrollment, family income, and age distributions. (RT)

ED 144 665 JC 770 479
Stoehr, Keith W. Covelli, Nicholas J.

Development of a Model for a Senior Citizen Bureau. Final Report.

Gateway Technical Inst., Kenosha, Wis.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—06-054-151-16B

Pub Date Oct 77

Note—67p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, Adult Programs, Advisory Committees, Bibliographies, Community Colleges, *Course Descriptions, *Junior Colleges, *Literature Reviews, *Older Adults, Program Administration, Program Coordination, Program Design, *Program Development, Program Planning, Publicize, *Senior Citizens, Student Recruitment

Following an extensive literature review and a review of programs in 16 community colleges in fourteen states, this study sets forth a guide for educational program development for senior citizens who are defined as those who are 62 years of age and older. The author recommends that: (1) a full-time program specialist be hired to institute programs and services; (2) a district Senior Citizen Advisory Committee be formed to assist the specialist; (3) an assessment of existing programs be made; (4) five program areas be established covering enrichment, retirement planning, second careers, advocacy, and direct service; (5) special recruitment approaches be used including personal contacts, staff visits to senior citizen gathering places, and announcements in senior citizen newsletters and local newspapers; and (6) community locations be used to conduct courses and programs. Designed as a tool for vocational, technical, and adult education district staff, the document also contains information on federal funding agencies. Descriptions of 24 courses designed for senior citizens and an extensive bibliography are appended. (RT)

ED 144 666 JC 770 481
Quarty, Michael

Initial Job Placement for JCCC Career Students, Classes of 1973-1976.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Aug 77

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Aurally Handicapped, Community Colleges, Data Processing, Drafting, Electrical Occupations, Electronics, *Followup Studies, *Graduate Surveys, Health Occupations Education, Instructional Programs, *Junior Colleges, Law Enforcement, Longitudinal Studies, Management Education, Merchandising, Nursing, *Program Evaluation, Secretaries, Student Characteristics, *Vocational Followup
Identifiers—*Johnson County Community College KS

A follow-up job placement study of the 228 persons who either graduated or left Johnson County Community College (JCCC) with marketable skills in 1975-76 produced 191 interview respondents. Findings included the following: the average age of respondents was 28 and 34% were 30 years or older; 53% were male; 64% had enrolled to acquire job skills and 36% to prepare for job advancement; 82% were currently employed in jobs utilizing program skills; 95% rated the quality of instruction at JCCC as excellent or good; and 82% of those who had participated in approved work experiences as students rated these experiences as good or excellent. A comparison of annual follow-ups from 1972-73 to 1975-76 showed that students employed in study-related jobs was above 80% for all four years, that unemployment was slightly higher in 1976, that more students were attending school and not working in 1976, and that the number of students evaluating programs as excellent or good was higher in 1976 than in previous years. Comparisons between years are also presented for instructional program areas (Data Processing, Dental Hygiene, Drafting, Electrical-Electronics Technology, Fashion Merchandising, Hospitality Management, Law Enforcement, Marketing and Management, Nursing, Secretarial Careers, Emergency Medical Technology, and Hearing Impaired Program). The survey instrument is appended. (RT)

ED 144 667 JC 770 482
Tatham, Elaine L.

Educational Research and Planning as a Career Option for a Mathematics Major.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Oct 77

Note—47p.; Speech given before the Mathematics Association of America, North Central Section (Morris, Minnesota, October 14-15, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cohort Analysis, Community Colleges, *Demography, Enrollment Projections, *Institutional Research, *Junior Colleges, Mathematics Instruction, Models, Multiple Regression Analysis, Research Design, Researchers, *Research Methodology, Research Projects, Research Skills, *Statistical Analysis

Identifiers—*Logistic Curves

The author describes her career development from mathematics instructor to director of institutional research at a large community college. She discusses the impact of mathematics on her career, illustrates her present job by describing three recently completed research projects, and strongly recommends that mathematics instructors encourage some of their students to consider careers which use mathematics as a tool. Her descriptions of institutional research projects to determine demographic characteristics of the community college area, local labor market needs, and local consumer market preferences would be useful to any institutional researcher. Appendices include the charts, tables and narrative findings that resulted from her research on demography, as well as complete mathematical formulas for projecting populations through modified cohort procedures, two-point and multiple-point linear regression, and two-point and multiple-point logistic curves. (DC)

ED 144 668 JC 770 483
Rutledge, Mark

The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12.

United Ministries in Higher Education, Portland, Oreg.

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Churches, *Church Programs, Church Responsibility, *Church Role, Church Workers, *Clergymen, Community Colleges, *Higher Education, *Junior Colleges, Laymen, *Program Descriptions, Religion, Religious Cultural Groups, Religious Education

Identifiers—*Church School Relationship

Changes in the churches and in higher education today are leading to new kinds of roles in campus ministry for laypersons and professional staff. Traditionally, the campus minister has been a direct service provider, with parish clergy and laypersons functioning in secondary back-up roles. These traditional roles are currently being challenged by several changing trends. One is a growing recognition that campus ministry can and perhaps should be a ministry demanding the involvement of the whole church. A second is the emergence of new models as churches search for ways to relate to community colleges, which are different in some critical ways from universities. A third is the knowledge that there are not enough full-time professional campus ministers to go around in this time of stringent finances and changing priorities. This report of a recent conference explores some implications of these changes and trends. It includes descriptions of six experiments in using professional staff as "enablers" rather than providers of ministry at community colleges. It is useful to all those concerned about the church's mission in higher education. (Author/DC)

ED 144 669 JC 770 484

Shanahan, John J. And Others

Statewide Community College Services.

Michigan State Board for Public Community and Junior Colleges, Lansing.

Pub Date Jul 77

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Articulation (Program), *Board of Education Policy, *College Role, Community Colleges, Continuous Learning, Developmental Programs, Educational History, Faculty Development, General Education, *Junior Colleges, Open Enrollment, Remedial Instruction, State Boards of Education, State Departments of Education, *Statewide Planning, Tuition, Vocational Education, Vocational Education Teachers

Identifiers—*Michigan

This document reviews the development of comprehensive community colleges in Michigan and sets forth recommended State Board of Education policies and Michigan Department of Education proposals to support and implement them. Issues addressed include open access, low tuition, geographical barriers, occupational education, general education, developmental/remedial education, continuing education, professional development of occupational education instructors, and articulation. (DC)

ED 144 670 JC 770 485

Waller, Robert A.

Articulation in the Social Sciences: Who Needs It?

Pub Date [Apr 77]

Note—22p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (57th, Denver, Colorado, April 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, *Administrator Role, *Articulation (Program), *Bibliographies, Community Colleges, Curriculum Development, Curriculum Planning, Higher Education, Humanities Instruction, *Junior Colleges, *Program Planning, Secondary Education, *Social Sciences, Transfer Policy

Addressing the general subject of "Articulation and the Student," this speech proposes administrative approaches to the problems of articulation between social science programs at the high school, community college, and four-year college levels. Problems are organized in the form of an acoustic—"SOCIETY," which stands for (1) Substance, (2) Opportunity, (3) Community, (4) Inquiry, (5) Enjoyment, (6) Transfer, and (7) Yardstick. Through these headings it is suggested that community college administrators (1) foster questioning which reveals pertinent issues, match subject and best instructors, and deter unwise curricular expansion; (2) be aware of problems of teaching career, transfer, and continuing education students in the same class, but encourage such instruction for equality of learning opportu-

nity; (3) encourage use of the community and its facilities in course development, and insure articulation with secondary schools; (4) encourage receptivity to new instructional approaches with emphasis on problem-solving skills; (5) be alert to teachers/methods that create lasting interest; (6) define and publicize transfer criteria related to credit equality, non-traditional education, academic requirements, competency measures, modular courses, and appeals mechanisms; and (7) encourage the systematic evaluative follow-up of students. A fifty-item bibliography is appended. (RT)

ED 144 671 95 JC 770 488

Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Note—63p.; Some tables may reproduce poorly due to small type size

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Graduates, College Majors, Community Colleges, Degrees (Titles), *Dropout Characteristics, Dropout Identification, Dropout Rate, *Dropout Research, Enrollment Trends, Followup Studies, Grades (Scholastic), *Junior Colleges, Part Time Students, *School Holding Power, *Student Characteristics, Transfer Students

Identifiers—Hawaii Community College System, *Step In Step Out Students

The Hawaii Community College System conducted a follow-up study of the 8,979 students who enrolled for the first time in fall 1975, to determine persistence rates and to ascertain the characteristics of graduates, persisters, non-persisters, and stop-outs. Those who had attended four continuous semesters and had graduated, were designated "graduates." "Persisters" were those who had attended four continuous semesters, but had not graduated. "Stop-outs" were those who had attended more than one semester, but not all four. And "non-persisters" were those who had attended one semester only. At the end of spring 1977, 8.4% were graduates, 30.9% were persisters, 35.2% were classified as stop-outs, and 25.4% were non-persisters. In general, graduates had attended Neighbor Island public high schools, were full-time students with 3.5+ GPA's, and were working for certificates in health or technology programs. Persisters tended to be less than 19 years old at entry, had attended Oahu public high schools, were full-time students working for the Associate of Science degree, were enrolled in business or hotel/food services, and had GPA's ranging from 2.0 to 2.9. Non-persisters were usually 22 to 24 years old, graduates of Mainland or territorial high schools, and were transfers, part-time, and/or unclassified students with GPA's below 2.0 who completed less than half their attempted credits. Stop-outs and the three categories already described are analyzed by campus and program and by student characteristics within programs. Statistical data are appended. (RT)

ED 144 672 JC 770 489

Woloshin, Phyllis Lerman

A Game Plan for Teaching Logic.

Pub Date 10 Apr 77

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Community Colleges, *Critical Thinking, Educational Games, Experimental Teaching, *Game Theory, Instructional Innovation, *Junior Colleges, Learning Theories, *Logic, Logical Thinking, Persuasive Discourse, Philosophy, Student Experience, Teaching Methods, Validity

An experiment using game-theory to teach a unit on "fallacies" in logic was conducted at Oakland Community College. One experimental and two control group lecture-style classes were taught by three teachers using the same text and final test. The experimental class, after an introductory segment presented in lecture style, were involved in a courtroom trial situation. Students were randomly divided into three groups of ten, each of which was a litigant fighting over one piece of property. Each student had to develop an individual fallacious argument which was then used to construct the group argument. Selected

lawyers from each group presented the arguments at the trial, and students had to signal their lawyers to object each time they recognized a fallacy. Points were awarded to the team for each fallacy sustained, with points deducted for incorrect identifications. At the conclusion of the three-week unit, the three classes were tested on subject content. The control classes averaged 4.4 and 4.3 from a possible 15 point score, while the experimental group averaged 9.4. Limitations to the study included the lack of a comparative pre-test, variations in teaching styles in the control groups, and variations in student populations. This document also contains a related review of learning theory. The problems and tests used in the experiment are appended. (RT)

ED 144 673 JC 770 490

Kimmons, Willie James

Black Administrators in Public Community Colleges: Self-Perceived Role and Status.

Pub Date 77

Note—202p.

Available from—Curton Press, 84 Fifth Avenue, New York, New York 10011 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Background, Administrator Characteristics, *Administrator Role, Black Colleges, Black Leadership, *Black Role, *Blacks, Chief Administrators, College Deans, Community Colleges, Department Directors (School), *Junior Colleges, Minority Groups, National Surveys, Presidents

Identifiers—*Black Administrators

This is a study of how black community college administrators perceive their roles and status. It also examines their personal and professional backgrounds. Its specific objectives were to determine what line positions black administrators occupy; to determine if the self-perceived role functions of black administrators vary at predominantly black, predominantly white, and integrated institutions; and to determine if there is a difference in the ways black administrators perceive their role functions at three levels of administration. The sample population consisted of all black chief administrators of public community/junior colleges and all black administrators at their schools. The 189 black administrators who participated in the study were categorized by three levels: (1) presidents, chancellors, or chief administrators, (2) vice-presidents, provosts, deans, associate deans, or assistant deans, and (3) department or division chairman, program coordinators/directors, or department heads. They were from 28 public community colleges reported to have a black chief administrator, and represented 21 states. Pertinent literature is reviewed, methodology is described, findings and conclusions are presented, a bibliography is included, and the survey instrument is appended. (DC)

PS

ED 144 674 PS 008 863

Endsley, Richard C. Gupta, Sadhana

Group Size as a Determinant of Preschool Children's Frequency of Asking Questions.

Pub Date Apr 76

Note—15p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976); May reproduce poorly due to light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, Class Size, Early Childhood Education, *Group Dynamics, *Group Structure, *Information Seeking, Peer Groups, *Preschool Children, *Questioning Techniques, Research, Sex Differences

Identifiers—*Group Size

This study presents an evaluation of the effect of group size on the frequency with which young children ask questions. Subjects for the study were 32 preschool children (16 boys, 16 girls) ranging in age from 3.1 to 6.2 years. The children were divided into two non-overlapping age groups with mean ages of 3.6 and 5.2 years respectively. Each child participated in three experimental sessions during the same day: once alone, once with one same-sex peer and once with three same-sex peers. During each session, the children were

given a set of three-dimensional objects (containing, for example, a fishing reel, desk sorter, lantern bottom, preserved frog in a bottle and a miniature metal chair and were invited to "take them out, play with them, and ask any questions about them if you like." The number of questions asked was obtained from videotapes of the sessions made in an adjoining screened observation booth. Results indicated that the frequency of questions asked per child was negatively related to group size, although two children as a group generated more questions than did children tested in groups of four or alone. Despite variations in group size and materials, the frequency of questions was correlated across sessions. No significant correlations were found between the number of questions asked and age or sex. (BD)

ED 144 675 PS 009 191
Nevius, John Murphy, J. Thomas
Experience and Transfer: Steps to Cognitive Thinking in Young Children.

Pub Date [76]
Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Children, Cognitive Development, *Concept Teaching, *Intellectual Development, Learning Activities, Learning Experience, Literature Reviews, *Logical Thinking, *Problem Solving, Teaching Techniques, Thought Processes, *Transfer of Training

This paper argues that it is important to provide children with complementary activities in a horizontal arrangement in order to promote acceleration of vertical levels of thinking. A brief review of literature on the relationship between experience and logical thinking is presented and the definition and function of transfer are discussed. Specific suggestions for teachers on how to facilitate environments that provide mechanisms for the development of problem solving skills are offered in five concept areas: (1) patterning, (2) comparison, (3) categorization, (4) prediction, and (5) hypothesis formation. (JMB)

ED 144 676 PS 009 390
Bronson, Wanda C. Pankey, William B.

The Evolution of Early Individual Differences in Orientation Towards Peers.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Grant—NIMH-MH-17312-07

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
Descriptors—*Data Analysis, *Developmental Stages, Individual Differences, *Infants, *Measurement Techniques, Observation, *Peer Relationship, Research Methodology, Social Behavior, Social Development, *Social Relations

The research described is based on videotapes of 40 toddlers interacting with peers during 10 small playgroup sessions spaced throughout the children's second year of life. The paper outlines the development of an observational system for studying the development of peer relations in toddlers, considers the behavioral forms which characterize peer directed behavior at different periods within the second year and examines coherence over time among these forms. Also touched on are the issues of individual differences and their stability. (JMB)

ED 144 677 PS 009 431
Scott, Myrtle, Ed. Grinnett, Sadie, Ed.

Current Issues in Child Development.

National Association for the Education of Young Children, Washington, D.C.

Pub Date 77

Note—126p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Child Development, Child Development Specialists, Conference Reports, Cross Cultural Studies, Day Care Services, Disadvantaged Groups, *Early Childhood Education, Educational Planning, *Educational Research, Infants, *Interdisciplinary Approach, Intervention, Language Development, Learning

Processes, *Policy Formation, Preschool Children, Program Planning, Public Policy, Social Factors, *Socioeconomic Status

This book includes papers presented at Indiana University's International Conference on Young Children, which focused on basic research, early education programming and sociopolitical issues, relating all three to policymaking. Among the presenters were Basil Bernstein, Nicholas Anastasiow, Sara Smilansky, Virginia Shipman, Bettye Caldwell and Ira Gordon. The following papers are included: "Social Class and Forms of Educational Transmission" (examines some of the social-class assumptions behind the recontextualization of knowledge in the schools); "Developmental Parameters of Knowledge Transmission" (focuses on language development in young children and examines similarities in childrearing patterns and value orientation among white middle-class and Japanese-American groups); "Educational Programming for 'Disadvantaged' Young Children Across Cultures" (discusses curriculum planning for culturally disadvantaged children); "Research Findings As Related to Educational Programming" (describes a longitudinal study of Head Start children, discusses children's cognitive uses of language, and emphasizes the variability of teacher-child and parent-child interaction); "Child Development and Social Policy" (examines the relationship of child development research to public policy on day care); and "The Application of Infant Research: Policymaking at the Local Level" (discusses postnatal health needs, parent education and the role of infant-care agencies). (BF)

ED 144 678 PS 009 441
Child Welfare in 25 States: An Overview.

National Center for Child Advocacy (DHEW/OHD), Washington, D.C.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-77-30090

Pub Date 76

Note—213p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—Administrative Policy, *Children, *Child Welfare, *Delivery Systems, Demography, Financial Policy, Management, Needs Assessment, Objectives, Outreach Programs, Program Planning, Social Services, *State Agencies, *State Surveys, Values, *Welfare Agencies, Welfare Services

This overview presents a summary of the major findings of a 25-state survey of child welfare service delivery systems, as studied by Peat, Marwick, Mitchell & Co. in association with the Child Welfare League of America (CWLA) during the period of November 1975 through February 1976. The initial products of the survey were 25 state profiles; these were analyzed for the strengths, weaknesses, and exemplary features of their delivery systems as well as to identify major issues in state child welfare agencies. The findings that grew out of the analysis form the basis of this overview. Chapter I includes a description of the child welfare delivery systems project, a description of the survey, and a discussion of the development and analysis of the 25 state profiles by clustered states. Chapter II is a cross-sectional report of administrative form, demographic and economic environment, philosophy and values, goals and priorities, organization, needs assessment, planning and decision making, financing, program resource mobilization, management services, outreach, client reception and referral, diagnosis and service plan development, service delivery, data collection and reporting, and evaluation. An analysis of delivery system characteristics by clustered states is contained in an appendix. (Author/SB)

ED 144 679 PS 009 453
Hepworth, H. Philip

Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.

Canadian Council on Social Development, Ottawa (Ontario).

Pub Date Dec 76

Note—48p.

Available from—Publications Section, The Canadian Council on Social Development, Box 3505, Station C, Ottawa, Ontario, Canada K1Y 4G1 (\$1.50; 15% discount on orders of 10 or

more copies; prepayment required on orders of \$10 or less)

Document Not Available from EDRS.

Descriptors—Child Care Workers, Day Care Programs, *Day Care Services, Early Childhood Education, *Educational Legislation, *Educational Policy, Facility Guidelines, Family Day Care, Foreign Countries, *Government Role, *National Surveys, Physical Environment, Policy Formation, Program Evaluation, Program Improvement, *Standards, Student Teacher Ratio

Identifiers—*Canada

This report reviews current standards for the provision of family and group day care services in Canada in 1976. The first chapters describe the scope of the study and the problems encountered in setting and comparing program standards. The main body of the report surveys program standards in each Canadian province. These reviews focus on specific requirements for staff-child ratios, staff qualifications, physical requirements for group day care facilities, degree of actual compliance with stated standards, and specific legislation and regulations in use. Much of this information is presented in tabular forms. Summaries of general issues, policies and problems in each of five provinces are also included. The report concludes that while improvements in setting and enforcing standards are occurring, further improvements are necessary. It is suggested that specific policies and resources should reflect the importance of quality care for young children, and that day care services should provide a foundation for children's subsequent development and education. An appendix to the report provides legal definitions applied to day care services in each province. (BD)

ED 144 680 PS 009 458
Storck, Patricia A. Davies, Barbara K.

Aging: A Kindergarten Curriculum.

Pub Date 77

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Curriculum, Educational Resources, Elementary Education, Individual Differences, *Interpersonal Relationship, Kindergarten, *Kindergarten Children, *Learning Activities, *Older Adults, Primary Education, Resource Materials, *Socialization, Special Programs

Identifiers—*Aging

This paper presents a curriculum for kindergarten children designed to increase children's understanding of the aging adult, make them aware of the likenesses and differences between the young and old adult, and encourage them to develop a friendship with an older adult. An introduction discusses the attention recently being given to aging and society's treatment of the aged. The curriculum presented includes (1) ideas for involving elderly individuals in the classroom; (2) guidelines for conducting separate orientation sessions for the aged participants and the students; (3) ideas for helping aged persons and students get acquainted; and (4) descriptions of several types of activities that can be directed by the aging individuals. Activities deal with such subjects as likenesses and differences, feelings, friends, pets and food. Included in each activity section are objectives, detailed directions, and lists of useful books and film strips. (SB)

ED 144 681 PS 009 489
Katz, Lilian G.

Ethical Issues in Working with Young Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Note—49p.

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #169, \$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Child Care Workers, *Day Care Services, *Early Childhood Education, Ethical Values, *Ethics, Parent School Relationship, Preschool Education, *Preschool Teachers, Student Teacher Relationship, Teacher Role

This paper discusses several types of ethical problems encountered by day care and preschool workers, and suggests guidelines for developing a code of ethics for early childhood practitioners.

Topics discussed include the meaning of a code of ethics; the need for such a code for early childhood practitioners; examples of ethical problems involving parents, children, colleagues and employing agencies; and steps that may be taken towards developing a code of ethics. (Author/SB)

ED 144 682 PS 009 498

LeRoi, Christy LeRoi, Frans
Learning About Families. (Course Outline: Prepared for Use in Overnight Camps of the Salvation Army.) *Leader's Guide* (Experimental Edition).

Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 76
Grant—OCD-CB-463
Note—66p.; For related documents, see PS 009 499-511

Available from—The Salvation Army, 120 West 14th St., New York, New York, 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accident Prevention, Adolescents, Child Abuse, *Counselor Training, *Curriculum Guides, Demonstration Programs, Family Life Education, *Leaders Guides, Marriage, *Parenthood Education, Parent Role, Prenatal Influences, *Resident Camp Programs, Summer Programs, *Teenagers

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume outlines a course in parenthood education for teenagers in Salvation Army camps. The 12-unit program is intended for use with a group of 12 to 15 camp counselors or other teenagers of both sexes, 15 to 18 years of age. There are subject units on self-awareness, self-concept, marriage, prenatal influences, early childhood, parent role, parenthood myths, accident prevention in child care, child abuse and family economics. Subjects are taught through readings, reports, discussions, role-playing, field work and field trips, and the use of audio-visual materials and guest speakers. (BF)

ED 144 683 PS 009 499

Bonafield, Joyce, Ed.
Youth in Educational Service: Education for Parenthood.

Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 76
Grant—OCD-CB-463

Note—110p.; For related documents, see PS 009 498 and PS 009 500-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adolescents, Child Care, Child Development, *Curriculum Guides, *Day Camp Programs, Demonstration Programs, Field Trips, Individual Development, *Leaders Guides, *Neighborhood Centers, *Parenthood Education, Role Playing, *Teenagers, Youth Leaders

This is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in demonstration programs designed to prepare teenagers for parenthood or for child care careers. This guide offers a step-by-step approach to setting up and conducting a parenthood program for teenage leaders in day camps and community centers. Included are detailed plans for 16 training sessions and guidelines for curriculum design, setting-up practices, arrangement of field work experience, and program evaluation procedures. Emphasis of the program is on experimental and practical learning through the use of films and discussion, workshops, field trips, role-playing and awareness sessions, and supervised field work. A team teaching approach (2-3 leaders for a group of 12-15 trainees) is recommended. (BF)

ED 144 684 PS 009 500

Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. *Leader's Guide* (Experimental Edition).

Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.
Pub Date 76

Grant—OCD-CB-463

Note—45p.; For related documents, see PS 009 498-499 and PS 009 501-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York, 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, Child Care, Consumer Education, *Curriculum Guides, Demonstration Programs, Disadvantaged Groups, *Leaders Guides, *Outreach Programs, *Parenthood Education, Pregnant Students, *Residential Programs, Self Concept, Self Esteem, *Teenagers, Unwed Mothers, Youth Problems

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume outlines four courses for troubled girls and young adult women who receive residential care or who may be served through community outreach. The program was designed for a multiple service, campus-type setting, including a group home for adolescent girls, a social rehabilitation facility for young women, and a program for single pregnant girls and new mothers in residence and in the community. The curriculum covers prenatal and postnatal education, practical experience in child care, parenting and self-awareness training, and consumer education. Emphasis is placed on building self-esteem, coping with problems, dealing with authority, and learning about children. (BF)

ED 144 685 PS 009 501

Every Child Matters. *Leader's Guide*.
Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76
Grant—OCD-CB-463
Note—40p.; For related documents, see PS 009 498-500 and PS 009 502-511; Document may be marginally legible due to colored pages of the original

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, *Child Development, *Church Programs, *Curriculum Guides, Demonstration Programs, Early Childhood, *Leaders Guides, Learning Activities, *Parenthood Education, Youth Clubs
Identifiers—*Salvation Army Corps Cadets

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume outlines one of two programs for training future leaders of the Salvation Army Corps Cadets (ages 12 to 18). This program consists of five self-contained units on child development, with a Christian orientation. Emphasis is on self-awareness, knowledge about children, and skill development. Unit titles are: (1) The Child, (2) The Child's World, (3) Growing Up, (4) Why Won't He Behave? and (5) Helping Is... Lesson plans presented for each unit include lists of necessary materials, outlines of class procedures, and suggestions for special projects. (BF)

ED 144 686 PS 009 502

Every Child Matters. *Leader's Guide*.
Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76
Grant—OCD-CB-463
Note—71p.; For related documents, see PS 009 498-501 and PS 009 503-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Adolescents, *Child Development, *Church Programs, *Curriculum Guides, Demonstration Programs, Early Childhood, *Leaders Guides, Learning Activities, *Parenthood Education, Youth Clubs

Identifiers—*Salvation Army Corps Cadets
This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume presents one of two programs for training future leaders of the Salvation Army Corps Cadets (ages 12 to 18). The program aims at in-

creasing participants' self-awareness and providing learning experiences in child growth and development as they relate to Christian commitment and responsibility. It consists of two components: (1) six group sessions on the following topics: physical, intellectual, social-emotional and spiritual development of children, and ways of learning about oneself and about children; and (2) at least six fieldsite observations of local child care programs. This manual offers detailed descriptions of procedures for program implementation and lesson plans for the six group sessions. Use is made of readings, discussions, films, recordings and posters. Appendices include lists of resource materials and organizations, as well as suggestions on selecting teachers and on arranging fieldsite experience. (BF)

ED 144 687 PS 009 503

Bowman, Lorna M. A.
Education for Parenthood: All About Children.
Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76
Grant—OCD-CB-463
Note—66p.; For related documents, see PS 009 498-502 and PS 009 504-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adolescents, Child Care, Child Development, Church Programs, *Curriculum Guides, Demonstration Programs, Family Life Education, Girls Clubs, *Group Activities, *Leaders Guides, *Parenthood Education, *Teenagers

This is one of a series of Education for Parenthood Manuals developed by the Salvation Army for use in programs aimed at preparing teenagers for parenthood or for child care careers. This guide contains six curriculum units emphasizing self-understanding, knowledge about children and the responsibility of parenthood, and skills development for girls in the Salvation Army Senior Guards. Curriculum units are: (1) Operating as a Group; (2) The Child; (3) Observing and Understanding Child Behavior; (4) Helping Children Play and Learn; (5) Skills in Caring for Children; and (6) The Family and the Community. (BF)

ED 144 688 PS 009 504

Family Life Program for the Women's Home Leagues of the Salvation Army. *Leader's Guide*.
Salvation Army. New York, N.Y.
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76
Grant—OCD-CB-463

Note—44p.; Pages 24 and 35 of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see PS 009 498-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Development, Child Rearing, *Church Programs, Community Resources, *Curriculum Guides, Demonstration Programs, Discipline, Early Childhood, *Family Life, Family Life Education, Family Relationship, Grandparents, *Leaders Guides, *Parent Child Relationship, *Parenthood Education, Resource Materials, Teenagers
Identifiers—*Salvation Army

This guide, one of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration programs, offers a course to be used by the Army's Women's Home Leagues, other women's groups, or young married couples. Subject matter focuses on changing patterns of family life, parent-child relationships, and ways to strengthen the family. Discussion topics are: (1) child growth and development, (2) discipline, (3) the family, at home and outside, and (4) dealing with stress. The course is intended for groups of 15 to 20 persons, with each class meeting for at least 1 1/2 hours and emphasizes use of community resources (speakers, leaders and materials), and group-building techniques (brainstorming and role-playing). Suggested resources include books, booklets, posters and films. (BF)

ED 144 689 PS 009 505

Faber, Adele Mazlish, Elaine

Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 13 Aug 76

Grant—OCD-CB-463

Note—76p.; For related documents, see PS 009 498-504 and PS 009 506 511

Available from—Avon Books, 959 Eighth Avenue, New York, New York 10019 (\$1.75, Quantities of 25 or more, \$1.05 each, prepaid)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adolescents, Child Care, *Communication Skills, *Curriculum Guides, Demonstration Programs, *Interpersonal Relationship, *Leaders Guides, Parent Child Relationship, *Parenthood Education, Positive Reinforcement, Role Playing, Self Esteem, Student Teacher Relationship, *Teenagers

This is one of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration programs in parenthood education. This guide presents discussion plans for eight workshop sessions based on the book, "Liberated Parents/Liberated Children." The course was designed to help teenagers (1) become aware of typical negative patterns of adult/child verbal communication (blaming, sarcasm, lecturing, etc.) and (2) learn to communicate effectively with young children by using language which builds, rather than undermines, their self-esteem. The course is recommended for use with groups of 8 to 10 members in 1 1/2 hour sessions. Workshop sessions are entitled: (1) The Effects of Unhelpful Communication; (2) Practice in Helpful Communication; (3) Accepting Feelings; (4) Autonomy; (5) Different Types of Praise; (6) Assigning Roles; (7) Expressing Anger; and (8) Review of Communication Skills. It is recommended that opportunities to work with children be arranged for group members whenever possible. (BF)

ED 144 690 PS 009 506

Gordon, Marlene

Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition).

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-CB-463

Note—30p.; For related documents, see PS 009 498-505 and PS 009 507-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Care, *Curriculum Guides, Demonstration Programs, Disadvantaged Youth, Family Problems, Interpersonal Relationship, *Leaders Guides, *Parenthood Education, Pregnant Students, *Residential Programs, Self Esteem, *Teenagers

This report describes an Education for Parenthood demonstration program developed by the Salvation Army for teenagers living at a Salvation Army children's home in Philadelphia. Weekly sessions, held over a 6-month period, emphasized self-esteem, knowledge about children, and career development in the child care field. Firsthand experience in a day care center was coordinated with classroom sessions. Use was made of role-playing and of family visits. (BF)

ED 144 691 PS 009 507

Manana: A Program Prepared for Corps and Community Centers. Leader's Guide.

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-CB-463

Note—42p.; For related documents, see PS 009 498-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York, 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Care, Child Care Workers, *Child Development, *Church Programs, *Curriculum Guides, Day Care Programs, Demonstration Programs, *Leaders Guides, Nursery Schools, *Parenthood Education, Preschool Children, *Secondary Education

Identifiers—*Salvation Army

One of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration projects for teenagers, this guide outlines a course intended to train young people for child care careers or parenthood. Students who have completed the course may become leaders and/or workers in community centers, nursery schools, day care centers, day camps and summer camps in Puerto Rico. The high school level course consisted of 1- to 2-hour classes, held once or twice a week, with additional workshops and field trips. Methods of instruction included role-playing, brainstorming, discussions, lectures, film-viewing and recording sessions. Curriculum units are entitled: (1) The Child; (2) What About Discipline; (3) Looking at Development; (4) Children With Special Needs; and (5) Family and Society. (BF)

ED 144 692 PS 009 508

Williams, Shirley Key

Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide.

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 76

Grant—OCD-CB-463

Note—49p.; For related documents, see PS 009 498-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, Child Care, Child Development, *Curriculum Guides, Demonstration Programs, *Disadvantaged Youth, Early Childhood, *Leaders Guides, Neighborhood Centers, *Parenthood Education, Unwed Mothers, *Urban Youth, Youth Opportunities

Identifiers—*Salvation Army

This leader's guide to one of a series of Salvation Army demonstration programs in parenthood education presents a six-unit course for inner-city teenagers, with emphasis on leadership skills, child care skills, employment potential in the child care field, and ability to cope with responsibility. Developed at a Salvation Army community center in Philadelphia, the course is recommended for a group of twenty, aged 13 1/2 to 16 1/2. The six units, totaling 57 sessions, were designed to cover an 8-month period, with the group meeting twice a week for sessions of up to two hours. Unit titles are: (1) Learning About Self; (2) Working With Young Children; (3) Family and Society; (4) Behavior at Home and School; (5) Pregnancy and Birth; and (6) Evaluation. (BF)

ED 144 693 PS 009 509

Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide.

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—OCD-CB-463

Note—42p.; For related documents, see PS 009 498-511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, Child Care, Community Services, *Curriculum Guides, Demonstration Programs, Illegitimate Births, *Leaders Guides, Mothers, *Parenthood Education, Parent Role, Pregnant Students, *Residential Programs, *Teenagers, *Unwed Mothers

Identifiers—*Salvation Army

This guide, one of a series of Education for Parenthood manuals developed for use in Salvation Army demonstration programs, outlines a course for pregnant teenagers and teenage mothers in residential centers. The 4-day-a-week program, with sessions of 1 to 2 hours, was planned to fit school and work schedules of residents. Weekly schedules included academic sessions, skills development lessons, and field trips. Teaching units were short to suit the shifting

population and the short interest spans of participants. Curriculum covered three aspects of parenthood: (1) medical, including (prenatal care, delivery, postnatal and infant care, nutrition,) (2) physical-education, including (housing, food, clothing, educational training, and employment opportunities, child care arrangements,) and (3) social-psychological, including (child development, parent effectiveness, discipline, relationships, dynamics of family life). Staff efforts were supplemented by community services from public, voluntary and private sources. Appendices, comprising two-thirds of this guide include lists of readings for staff training and for classroom use, as well as some information on development, safety and health, shopping and other course topics. (BF)

ED 144 694 PS 009 510

Thomas, David

Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems.

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-CB-463

Note—23p.; For related documents, see PS 009 498-509 and PS 009 511

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, Child Care, Curriculum Guides, Demonstration Programs, Early Childhood, *Leaders Guides, *Maladjustment, *Parenthood Education, *Residential Programs, Youth Programs

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume describes a course of study for troubled teenage girls in a residential treatment center. The program goal was to help the teenagers learn to deal with special problems, including the problem of relating to authority. Emphasis was on self-esteem, knowledge about children, use of community resources, and career and skill development. Practical experience in day care settings was provided, with the aim of modifying or controlling behavior as well as stimulating interest in child care career possibilities. Allowances and awards were used as motivational factors, and certificates were given to those who completed the course. In addition to a brief description of these provisions, the manual includes: (1) a two-page outline of course content; (2) suggestions for planning the initial program and for setting up sites for practical experience in day care settings; (3) a sample observation form and a work experience report form to be completed by teen participants; and (4) a list of resources. (BF)

ED 144 695 PS 009 511

Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program.

Salvation Army. New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 76

Grant—OCD-CB-463

Note—57p.; For related documents, see PS 009 498-510

Available from—The Salvation Army, 120 West 14th Street, New York, New York 10011 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adolescents, Child Care Occupations, Child Development, *Curriculum Guides, Disadvantaged Youth, Family Life Education, Family Problems, *Leaders Guides, *Leadership Training, Marriage, Neighborhood Centers, Parent Child Relationship, *Parenthood Education, Residential Programs, Urban Youth, Voluntary Agencies, Youth Clubs, *Youth Leaders, Youth Opportunities, Youth Problems, Youth Programs

Identifiers—*Salvation Army

This guide, part of the Salvation Army's 12-part Education for Parenthood series includes sections on: parenting as a spiritual ministry, child growth and development, program goals

and evaluation, practical experience, community and other resources, certification and materials. The series is aimed at preventing problems of teenage parents through helping teenagers gain understanding about what's involved in parenthood and/or child care careers. Programs were tested in Salvation Army Programs during the 3-year grant. The programs are similar to one another in basic content, with individual program approaches varied to meet the needs of specific groups: troubled teenagers in residential care (including pregnant girls and teenage mothers); inner-city teenagers; Salvation Army youth leaders; summer camp, day camp and community center leaders; parents and grandparents of teenagers; and any adult interested in the development of effective relationships with young children. Individualized programs may be composed of units drawn from one or more of the program models. Resource materials cited include booklets and posters, and audio-visuals. (BF)

ED 144 696 PS 009 515

Blackhear, Helen And Others

Oakie Lucy: On Community Involvement. Instructional Module IV.

Florida State Dept. of Education, Tallahassee; Okaloosa District School System, Crestview, Fla.

Pub Date Aug 75

Note—80p.; For related documents see ED 141 360-362

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Involvement, Community Resources, Community Role, Elementary Education, *Family School Relationship, *In-service Teacher Education, *Learning Modules, Open Education, Parent Education, Parent Participation, School Community Cooperation, *School Community Relationship, *Teacher Role, Volunteers

Designed to help elementary school teachers who wish to "open" their classrooms, this learning module describes how the curriculum can be enhanced through the use of community resources (people, materials and places). The module provides information on the identification and utilization of these resources. The module is divided into four main sections: School-Home Communication (conferences, home visits, problems); Parent Education (the "open" concept, child growth and development, family resource center); Classroom Volunteers (recruiting, utilizing, training) and the Community as a Learning Lab (field trips, resources and their utilization, field experiences). Included in each section are practical suggestions for the teacher. (BD)

ED 144 697 PS 009 517

Hamby, Trudy M. Jones, Leroy

A Descriptive Guide to CDA Training Materials.

University Research Corp., Washington, D.C. Spons Agency—Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start; Office of Human Development (DHEW), Washington, D.C.

Pub Date Jun 76

Contract—HEW-105-1179

Note—277p.; Some parts of document may be marginally legible due to print quality of original document

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Child Care Workers, Credentials, Curriculum Guides, Inservice Teacher Education, *Performance Based Teacher Education, Preschool Education, *Preschool Teachers, *Reference Materials, *Resource Materials, Staff Improvement, Teaching Skills

Identifiers—*Child Development Associates

This bibliographic resource guide provides information on source, content and availability of project curricula and training materials developed for the Child Development Associate (CDA) program by CDA Pilot Projects and Head Start Supplementary Training/CDA programs. Materials cited reflect a variety of approaches to CDA training to meet the individual needs of persons interested in such a competency-based program: for program developers, an extensive listing of available training materials and aids; for staff in operational programs, supplementary materials in specific areas; and for newcomers to the field, extensive background information on CDA training content, requirements and methods. The guide consists of four sections: (1) a descriptive bibliog-

raphy of 162 items, comprising the bulk of the volume, (2) a glossary, (3) a subject index and (4) a publishers index. The bibliography relates the materials to CDA competency and training requirements, through a descriptive key and narrative for each document. Information on supplementary media materials is included. (BF)

ED 144 698 PS 009 518

Begley, Charles Liston, Jennie S.

Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date May 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Child Care Centers, Child Development Centers, *Cost Effectiveness, *Day Care Services, Demonstration Projects, *Early Childhood Education, Educational Finance, *Financial Support, Health Education, *Health Services, Parent Education, Preschool Children, Program Costs, Program Evaluation, Rural Population, *State Federal Aid, State Programs, Working Parents

Identifiers—*Texas

This report describes a group of demonstration projects for the provision of early childhood development services in 14 Texas communities (mostly rural) and evaluates their activities from a cost-benefit perspective. The 3-year state-funded program was designed to determine how well such projects could generate additional non-state funds from existing resources. Projects providing comprehensive day care services (including child care, health care, parent education and social services) involved approximately 1,670 children, and programs specializing in health services reached more than 1,800 children. Detailed descriptions of individual projects are presented in the appendix. The cost-benefit analysis was based on two major sources: (1) expenditure figures from each project for a typical quarterly operational period; and (2) a random sample of 20 percent of the parents in each project to determine income changes for families receiving child day care services through the demonstration projects. Analysis indicated that state dollars expended on day care in the demonstration projects were effective in generating non-state funds for child and family services. Family income of those receiving project day care services increased, with a corresponding decrease in state assistance payments. When state costs for day care were adjusted to benefits accrued, the actual state share appeared to be only 17 percent of total day care costs. Health benefits for children in the demonstration projects were estimated to far outweigh the amount spent on health care. (BF)

ED 144 699 PS 009 519

Nelsen, Edward A. And Others

Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions.

Pub Date Mar 77

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Need, *Altruism, Behavior Patterns, Elementary Secondary Education, *Ethical Values, Individual Differences, *Junior High School Students, Moral Development, *Motivation, *Personality Studies, *Positive Reinforcement, Social Behavior

This paper describes a study which examined interactive relationships between a personality variable (need for approval) and a situational variable (incentive for achievement) as determinants of transgression in temptation situations. Hypotheses were formulated that need for approval would correlate differentially with transgression when individuals were offered a self-gratifying, material incentive versus an altruistic, praiseworthy one. Subjects were 34 girls and 24 boys from seventh-grade classes. The Marlowe-Crowne Social Desirability Scale was administered to assess need for approval. Transgression was assessed with a shooting gallery game, programmed to produce a fixed score when all rules were followed. Each subject participated in two successive temptation situations under contrasting incentive conditions (presented in differing sequence for two subject groups): (1) the

subject's achievement of a certain score earned a prize for himself; (2) the subject's score earned a prize for another child. Findings indicated that need for approval is differentially related to transgression behavior, i.e., as a function of the incentive for achievement. Individuals with higher need for approval tended to transgress more when the incentive was altruistic or praiseworthy; individuals with lower need for approval tended to transgress more when the incentive was self-gratifying or personally materialistic. (Author/BF)

ED 144 700 PS 009 520

Selman, Robert L. And Others

Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Mar 77

Note—19p.; Best copy available; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Behavior Patterns, Classroom Observation Techniques, Developmental Psychology, *Developmental Stages, Elementary School Students, Elementary Secondary Education, *Emotionally Disturbed Children, *Interpersonal Competence, Interpersonal Problems, Interviews, Junior High School Students, *Peer Relationship, Research, Social Behavior, Social Characteristics, *Social Development, Social Maturity

This paper describes an on-going study in which clinical research techniques are used to examine children's social cognition and its development. The study focuses on the relation between subjects' verbally expressed reasoning about social issues in two situations: during interview sessions and in natural life settings. Subjects for the study are 7- and 15-year-old children enrolled in an educational and psychological treatment program for learning and emotionally disabled children. One aspect of the research involves the identification and structuring of situations in which interpersonal reasoning can be studied. Another aspect involves the development of charts which identify developmental stages in reasoning about specific interpersonal issues. Final analyses are expected to provide data on developmental aspects of interpersonal reasoning, on longitudinal stability or changes in the reasoning of individuals and groups, on situational and personality factors which influence reasoning levels, and on the differences in reasoning levels during interview sessions as opposed to real life situations. Examples of preliminary findings in these areas are reported. Tables are included which present definitions of the interpersonal issues studied (e.g., self-reflection, jealousy, decision-making) and outline the sequence of stages identified for interpersonal and impersonal (Piagetian physical-cognitive) development. (BD)

ED 144 701 PS 009 521

Keefer, Constance H. And Others

The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusi Infants and Mothers.

Spons Agency—Grant Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Mar 77

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Change, Behavior Rating Scales, *Cross Cultural Studies, Cultural Differences, Foreign Countries, Infancy, *Infant Behavior, *Interaction Process Analysis, Mothers, *Parent Child Relationship, *Parent Influence, Reactive Behavior, Research, *Speech Communication

Identifiers—Gusii People, *Kenya, Monadic Phases

This paper describes a cross cultural study of face to face interactions between American and Gusii mothers and their infants. Observations of the Gusii people of Western Kenya suggest that the direct expression of intense affect is de-emphasized through an avoidance of direct face to face interactions. The present study in-

vestigated (1) how and to what extent cultural goals would affect face-to-face mother-child interaction and (2) whether there would be universal or species specific aspects of this interaction. During videotaped sessions with 10 Gusi infants and their mothers the infant was placed in an infant seat and the mother was instructed to talk with or play with the baby and to get the baby's attention. Data were analyzed according to a system developed previously for similar American research studies. In the American research, seven clusters of interactive behaviors (termed monadic phases) had been defined and scaled according to degree of attention and positive to negative affect. Results indicated that these monadic phases were structurally similar across these two cultures. At another level, however, typical Gusi patterns emerged. These patterns appear to encourage a steady positive state of infant arousal. American mothers appear to encourage more variability in infant behavior. Results suggest that while the structure of the interactions is similar, the sequencing and timing varies, reflecting cultural differences in the mothers' shaping of infant behavior. (BD)

ED 144 702 PS 009 523

Loveland, Kathryn Kernodle Olley, J. Gregory
The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation.

Pub Date 77

Note—19p.; Paper based on masters thesis conducted by the first author, University of Massachusetts (Amherst); An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Contingency Management, Interests, *Learning Motivation, Learning Processes, *Motivation Techniques, Negative Reinforcement, Positive Reinforcement, Preschool Children, Preschool Education, *Reinforcement, Research, *Rewards, *Stimulus Behavior

In order to clarify the conditions under which material rewards have a detrimental effect upon children's later interest in the rewarded task, the effect of a reward for drawing was measured with 24 preschool children ranging in age from 34 to 40 months. The children were grouped as high or low in initial interest on the basis of observation of time spent drawing, and half the children in each group were given an expected reward for drawing, while the other half received no reward. Time spent drawing and "quality" of drawing were measured one week and seven weeks later. The high initial interest children who received a reward lost interest when observed a week later, while the low interest rewarded children gained interest. By seven weeks both groups returned to their original levels. At the time of the reward, high interest rewarded subjects drew more drawings but of poorer quality than did the unrewarded high interest children. Low interest children who were rewarded also drew more than their unrewarded counterparts, but quality was not affected. (Author/BD)

ED 144 703 PS 009 524

Katz, Lilian G.
Talks with Teachers: Reflections on Early Childhood Education.

National Association for the Education of Young Children, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—117p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (\$3.00, enclose full payment for orders under \$10.00)

Document Not Available from EDRS.

Descriptors—Child Development, Developmental Stages, *Early Childhood Education, Educational Objectives, *Educational Philosophy, *Educational Principles, *Effective Teaching, Elementary School Teachers, Inservice Teacher Education, Preschool Teachers, Student Teacher Relationship, *Teacher Education, Teacher Role

Identifiers—*Enabler Model

This book is a collection of 10 papers discussing aspects of teacher development and

working with children. "Teachers' Developmental Stages" outlines four developmental stages in teachers' professional growth, and suggests implications for teacher training. "Teachers in Preschools: Problems and Prospects" discusses child-adult relationships and problems in adult-child relationships, in the context of larger public issues. "Inservice Training: The Advisory Approach", evaluates the experiences of inservice advisors providing individualized help to elementary school teachers. "The Enabling Model for Early Childhood Programs" describes a non-prescriptive approach to helping communities implement their early childhood programs. "Challenges to Early Childhood Educators" focuses on four principles of teaching which apply to the education of both children and adults. "Early Childhood Programs and Ideological Disputes" discusses the functions, consequences and implications of ideological conflicts in early childhood education. "Program Planning in Early Childhood" discusses guidelines and goals. "Children's Needs for Optimum Development" is concerned with factors contributing to the healthy psychological development of children. "Condition with Caution" examines the use of behavior modification in light of the complex origins of children's behavior. "Education or Excitement" suggests that encouraging children's sustained involvement and interest is more important than providing momentary excitement. (SB)

ED 144 704 PS 009 528

Heron, Alastair

Early Childhood Care and Education: Objectives and Issues.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 77

Note—62p.
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ancillary Services, *Child Care, Day Care Services, *Early Childhood Education, Educational Objectives, *Foreign Countries, *Government Role, Infancy, *International Organizations, Needs Assessment, Parent Role, *Policy Formation

Identifiers—*Center for Educational Research and Innovation, Organisation for Economic Cooperation and Development

This report describes an international study of objectives and issues in early childhood care and education (ECCE). The study was carried out by the Center for Educational Research and Innovation (CERI), an organization created by the Council of the Organisation for Economic Cooperation and Development to study educational issues of concern to its 24 member countries. The aim of this study was to identify common problems of the member countries and to exchange ideas on possible solutions. The report includes a brief review of current issues in ECCE: the impact of recent research, supply and demand for services, administrative models and current objectives. A detailed study of ECCE services in seven member countries constitutes the main body of the report. Comparisons of services are organized under six headings: structure, standards, supply and demand, parent participation and education, coordination of ancillary services, and general policies. The final section of the report includes an extrapolation and summary of key issues (care versus education and quality versus quantity, for example) and subsequent options for translating objectives and issues into specific policies. The report concludes that ECCE objectives must be determined within the social and economic context of the individual countries, and that parent and community roles must be integrated in planning ECCE services. (BF)

ED 144 705 PS 009 530

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.; Texas Technological Coll., Lubbock.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Jun 77

Grant—GOO-7507036

Note—39p.; For related document, see ED 129 423

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, *Bilingual Education, Bilingual Students, *Demonstration Programs, Disadvantaged Youth, *Early Childhood Education, English (Second Language), Home Visits, *Intervention, Language Development, Mexican Americans, Personal Growth, Preschool Education, Primary Education, *Program Evaluation, Program Validation, Reading Achievement, *Spanish Speaking

Identifiers—*New Mexico

This report presents the results of an external evaluation of a model bilingual program for nursery school through third grade students in the municipal schools of Clovis and Portales, New Mexico. The project is divided into three programs—nursery school, kindergarten, and grades 1-3—designed to reach children with limited English-speaking ability from low-income families. Bilingual and bicultural materials were used to promote development of affective, cognitive, and psychomotor skills. This evaluation, which focused on student achievement in language development, reading and math skills, utilized a pre- and post-test design. Among the major findings: (1) Nursery school students made significant gains in language development (English and Spanish) and school readiness and indicated a positive growth in self-concept and personal development; (2) Kindergarten students made significant gains in language development (English and Spanish), school readiness and basic skills; (3) For Grades 1-3, significant differences between control and treatment students were found only for second grade Spanish and first grade reading achievement. These differences were in favor of the treatment group. An appendix to the report describes the instruments used in the evaluation. (Author/BD)

ED 144 706 PS 009 531

Nelsen, Edward A. And Others

Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment.

Pub Date Sep 69

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Patterns, Correlation, *Developmental Stages, Elementary Education, Elementary School Students, Intelligence Level, *Intelligence Quotient, Junior High School Students, *Moral Development, Psychological Patterns, Research, *Self Concept, Sex Differences
Identifiers—*Kohlberg (Lawrence), Moral Judgment, Resistance to Temptation

This study was designed to assess and compare the roles of intelligence and moral judgment in relation to patterns of behavior in temptation situations. Six Resistance to Temptation (RTT) tasks were administered to 106 sixth grade students. One year later, four Kohlberg Moral Judgment (MJ) tasks were administered to 100 of the same subjects. IQ scores were available for all subjects. Two measures of temptation behavior were derived from the six RTT tasks: Total RTT, a summary score based upon extent of RTT in the six situations, and Consistency (C), based upon the variance of an individual's RTT scores across the six situations. Results indicated that MJ and RTT did not correlate significantly. MJ and C were positively correlated, although examination of the data by sex revealed a significant correlation for boys only. IQ was correlated significantly with total RTT and with C. The relationships were also examined according to levels of IQ, indicating different relationships between most variables when high IQ subjects were compared with low IQ subjects. The results provided support for the view that intelligence is generally related to the extent and consistency of resistance to temptation. Moral judgment may account more for consistency of behavior among males. (Author/BD)

ED 144 707 PS 009 532

Beller, E. Kuno

Infant Day Care: A Longitudinal Study.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [74]

Contract—OCD-CB-310

Note—417p.; Appendices have been filmed from best available copy

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—*Age, Blacks, Classroom Observation Techniques, *Day Care Programs, Early Childhood Education, *Grouping (Instructional Purposes), Heterogeneous Grouping, Homogeneous Grouping, Infants, Interaction Process Analysis, Longitudinal Studies, *Lower Class Students, Measurement Instruments, Preschool Children, *Social Class, Social Development, *Social Relations, Student Grouping, Tables (Data), Teacher Evaluation Identifiers—Social Competence, Trust in Adults

This paper reports studies investigating the effects over time of age and social class grouping in infant day care on the psycho-social development of low socioeconomic status children (primarily black). Adult-child and child-child interactions were assessed in four different types of day care groupings: homogeneous x heterogeneous, age x social class (i.e., 2 x 2) groups. Observations were made of social interactions and task related actions of 80 2- and 3-year-olds during free play and organized work to provide data concerning effects of grouping on caregiving, intellectual stimulation, socialization and peer interaction. (This part of the study was carried out between pre- and posttesting of trust, persistence and intellectual achievement.) Findings indicate that heterogeneous grouping in infant day care settings facilitates the development of trust, assertiveness and autonomous achievement striving in the children enrolled. Heterogeneous grouping also had positive effects on caregivers' behaviors. Results and data analyses are presented. More than 200 pages of tables and appendices are included. (SB)

ED 144 708 PS 009 577

Handbook of Common Poisonings in Children.
Food and Drug Administration (DHEW),
Washington, D.C.

Report No.—HEW-FDA-76-7004

Pub Date 76

Note—114p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-012-00240-4,
\$1.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Accident Prevention, *Children,
Emergency Squad Personnel, *Government
Publications, *Guides, Hospital Personnel,
Pharmacists, Physicians, *Reference Books
Identifiers—Poisoning

This handbook for physicians, emergency room personnel and pharmacists lists the manufacturer, description, toxicity, symptoms and findings, treatment, and references for 73 poison substances considered by the Subcommittee on Accidental Poisoning of the American Academy of Pediatrics to be most significant in terms of accidental poisoning of children. (BF)

ED 144 709 PS 009 578

Bilingual/Bicultural Early Childhood Development

Research Workshop Proceedings.

Development Associates, Inc., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-77-30110

Pub Date Feb 76

Contract—OHD-105-76-1002

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Biculturalism, *Bilingual Education,
Bilingual Students, *Child Development, Cognitive Development, Cultural Factors, *Early Childhood Education, Evaluation Criteria, Language Development, Minority Groups, Needs Assessment, Parent Participation, *Program Development, Second Languages, Socialization, *Spanish Speaking, Workshops
Identifiers—*Project Head Start

This workshop was convened by the Office of Child Development (OCD) to identify research issues and to set priorities for research related to bilingual/bicultural early childhood development programs proposed by OCD. Workshop participants were researchers and persons with expertise in the development of bilingual/bicultural preschool programs. The report includes the proceedings of the workshop and appendices which include a list of conference participants and invitees, the workshop agenda, and the text of the keynote speech on Bilingual/Bicultural Early Childhood Development. The main body of the paper includes presentations and workshop notes and recommendations on socialization,

parent involvement, language development, cognitive development, and evaluation/assessment as these issues relate to bicultural children and programs. Also included are presentations on Head Start strategies for Spanish-speaking children, OCD's research priorities for 1976, conference expectations, and a brief summation. (BD)

ED 144 710 PS 009 579

Almy, Millie

Piaget and Educational Policy.

Pub Date Jan 77

Note—16p.; Paper presented at the Annual Interdisciplinary Seminar on Piagetian Theory and the Helping Professions (7th, Los Angeles, California, January 28, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Role, *Classroom Environment, *Educational Change, Educational Innovation, *Educational Philosophy, *Educational Planning, *Educational Policy, Logical Thinking, Teacher Education, Teacher Role, *Teaching Techniques

Identifiers—Piaget (Jean), *Piagetian Theory

This paper discusses some of the issues involved in utilizing Piagetian theory in educational planning. Piaget has emphasized the need for active learning, peer interaction, consideration of individual needs and abilities, and the development of logical thought, elements which are not emphasized in the traditional classroom. Piaget maintains that teachers are the key to the successful application of his theories in education. Implications for teacher education are discussed. It is suggested that educational changes should be implemented at the local level and that support by supervisors and parents is a necessity. Before changes are implemented, the principal and the teachers need to consider the appropriateness of the change for the particular situation, the concomitant changes in staff roles, questions of decision making policies, and time considerations. Teacher involvement, particularly voluntary involvement, is considered of primary importance. It is suggested that general educational policy beyond the individual classroom level will determine the acceptance and implementation of these ideas. (BD)

ED 144 711 PS 009 580

Moore, Raymond S. And Others

Influences on Learning in Early Childhood: A Literature Review.

Hewitt Research Center, Berrien Springs, Mich.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—OEO-50079-G-73/01

Note—307p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Child Development, *Cognitive Development, Cognitive Processes, *Early Childhood Education, Early Experience, Environmental Influences, Historical Reviews, Intelligence, *Interdisciplinary Approach, *Literature Reviews, Neurological Organization, Parent Influence, Personal Values, Readiness (Mental), Reading, Reading Development, Self Concept, Sex Differences, Sex Role

This paper is an interdisciplinary review of literature related to early childhood education over the past five years. Although some references to infancy and toddlerhood are included, the emphasis is on children's learning and education in the preschool and primary grades (age 3 through age 9-10). Chapter 1, The Early Childhood Problem, is an overview of the direction early childhood research and theory have taken since the turn of the century. Other chapters are: (2) The Role of Parents in Early Learning; (3) Values and the Self; (4) The Learning Environment; (5) Neurophysiology: Ontogeny of the Brain and Learning; (6) Neurophysiological Factors in Learning; (7) Readiness for School; (8) Sex-difference Effects; (9) Age and Achievement (the interaction of maturation and cognitive development); (10) Learning to Read; (11) Effectiveness of Early Schooling; (12) A Positive Approach to Early Learning (an overview of the last 200 years of early education practice); and (13) Early Childhood Education: Issues and Recommendations. (SB)

ED 144 712 PS 009 585

Home Visiting Handbook.

Jefferson County Public Schools, Lakewood, Colo.

Pub Date [76]

Note—32p.; For related documents, see ED 122 954-956

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Home Visits, *Parent Education, Parent Participation, Parent School Relationship, *Preschool Children, *Program Descriptions, *Screening Tests, Teacher Aides
Identifiers—Denver Developmental Screening Test

This handbook describes the home visiting program of the Jefferson County, Colorado public schools, in which teacher assistants, under supervision of the head teacher, visit parents of the children they are responsible for in the preschool center. Section I is an overview of the goals and purpose of the program. Section II describes the program in detail, focusing on the three kinds of visits made: (1) the first visit, during which a developmental screening test is administered; (2) ongoing home visits for families identified as most likely to benefit from continued contact; and (3) the final visit at the end of the school year, reviewing progress made by the child during the year. Section III discusses the attitudes and techniques needed for successful home visiting. (Author/SB)

ED 144 713 PS 009 586

Gleason, Jean Berko And Others

Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 77

Grant—BNS-75-21909

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childhood Attitudes, *Cognitive Development, Fathers, Language Usage, *Linguistic Competence, Measurement Instruments, Mothers, Parent Attitudes, *Parent Child Relationship, *Prediction, *Preschool Children

Identifiers—*Parent Awareness Measure

This study was designed to assess parents' awareness of their young children's linguistic and cognitive levels and affective preferences in an attempt to investigate why parents modify their speech when talking to young children. Sixteen middle-class couples and their first-born children between the ages of 2 and 5 years participated in the study. The Parent Awareness Measure (PAM), developed for this study and given to parents individually, required parents to predict how their children would perform on the 92 linguistic, cognitive, and affective items. The children were subsequently given the PAM and their responses were compared with those predicted by their parents. Results showed that agreement between parents and children on the PAM was 51.3% for linguistic questions, 48.1% for cognitive items, and 47.8% for affective questions. There were no statistically significant differences between mothers and fathers in any of the sections, although in most comparisons mothers' scores were somewhat higher. Parents of older children were found to be significantly better at predicting their children's responses on the PAM than were parents of younger children. There was a high degree of similarity on the responses produced by the father and mother in any given family and the parents' responses correlated more with one another than either parent's did with the children in the family. It was concluded that parents have a general rather than a particular knowledge of their children's linguistic, cognitive, and affective abilities. (JMB)

ED 144 714 PS 009 588

Knowles, Don Langhelt, Syd

Boys in Primary School.

Spons Agency—Educational Research Inst. of British Columbia, Vancouver.

Pub Date [76]

Grant—ERIBC-47

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Innovation, *Elementary Education, Elementary School Students, *Experimental Curriculum, Instructional Materials, Learning Activities, Literature Reviews, *Males, Measurement Instruments, Primary Education, Program Descriptions, *Program Evaluation, *Sex Differences, Sex Role, Teacher Attitudes, *Teaching Techniques
Identifiers—*British Columbia (Victoria)

This study was concerned with implementing guidelines from studies of the differences between boys and girls in school-related behaviors to test the contribution made to educational goals by considering gender of the learner. The basic strategy was to consider tested sex differences in behavior and to use these as a basis for developing classroom activities and materials most appropriate for boys. Section 1 of the report contains a review of studies of school-related behaviors and abilities of boys and a discussion of school innovations which can help to accommodate sex differences. Section 2 describes the experimental classroom program tested in this study. Included in this description are: (1) the goals, physical organization, and equipment of the classroom, (2) organization of the classroom day, (3) examples of curricular modifications, (4) a sample curriculum unit, (5) classroom materials, (6) classroom stations, and (7) pupils' comments. Section 3 presents the design, methods, results, and conclusions of the program evaluation. A list of suppliers of the classroom materials used in the study is included. (JMB)

ED 144 715 PS 009 591
Love, John M. And Others

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C. Early Childhood Research and Evaluation Branch.

Pub Date 30 Jun 75

Contract—HEW-105-75-1114

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Biculturalism, Bilingualism, Cognitive Development, *Early Childhood Education, Emotional Development, Health, Language Development, Measurement, *Measurement Goals, *Measurement Instruments, Nutrition, Parent Participation, Perceptual Motor Coordination, *Program Effectiveness, *Program Evaluation, Social Development, Teacher Improvement, Test Selection

Identifiers—Developmental Continuity, Project Head Start, *Social Competence

This report presents recommendations for measures to be used in assessing the impact of Project Developmental Continuity (PDC). Chapter I reviews the purpose of the impact study and presents the basic considerations guiding the selection of measures. Chapter II describes the review process that led to the final recommendations. Chapter III presents the final recommendations, along with supporting rationale, for measures to be used in the areas of: (1) social-emotional development; (2) psychomotor development, health, and nutrition; (3) cognitive and language development; (4) impact on parents and teachers; (5) bilingual/bicultural education; and (6) site-specific goals. The appendix contains one-page descriptions of the recommended measures, including information about items, administration procedures, scoring criteria, validity and reliability. (Author/JMB)

ED 144 716 PS 009 592
Cheong, George S. C.

Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.

Pub Date [77]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Dimensional Preference, Elementary School Students, *Number Concepts, *Perceptual Development, Research, Sex Differences, Socioeconomic Influences, *Symmetry, *Visual Discrimination, *Visual Perception, Visual Stimuli

The main purpose of this study was to investigate whether children's perceptual comprehension of symmetrical numerical displays was greater than their comprehension of asymmetrical numerical displays. Effects of sex, age and socioeconomic status were looked at. Seventy-three kindergarten and first grade children participated in the study. Materials used consisted of from one to five pegs placed symmetrically or asymmetrically in a holder, and cards with punched out holes located in the same position as the pegs. Five sets of cards, three symmetrical and two asymmetrical sets, with three cards representing each number in a set, were

presented to the children. Results indicated no differences in scores for symmetrical versus asymmetrical displays. Implications of findings are discussed. (BD)

ED 144 717 PS 009 593
Yawkey, Thomas Daniels Silvern, Steven B.

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Aug 77

Note—27p.; Paper presented at the International Conference of the World Council for Curriculum and Instruction (Istanbul, Turkey, August 14-24, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cognitive Development, *Developmental Stages, *Early Childhood Education, Environmental Influences, Evaluation Methods, Games, Guidance, Interviews, Peer Groups, *Play, Pretend Play, Social Relations, *Teaching Methods, Toys

Identifiers—*Piaget (Jean)

This paper reviews Piaget's stages of play and discusses the implications of play for early childhood education. The three stages of play identified in Piaget's research are: (1) practice play, (2) symbolic or make believe play and (3) games with rules. The characteristics of each type of play are presented and examples of play at each stage are given. The relationship between each stage of play and the individual's cognitive development is then discussed in detail. Also discussed are three factors that influence the quality, quantity and nature of children's play: (1) materials/environments, (2) peer interaction and (3) adult guidance. The match of the child's present developmental abilities to the activities in the environment is identified as the most important aspect of planning for children's play. Finally, the Piagetian interview technique is discussed as a means of evaluating play outcomes. Guidelines for employing this technique are presented. (JMB)

ED 144 718 PS 009 594
O'Connell, Dorothy, Comp. And Others

Research Relating to Children. Bulletin 38: September 1976-February 1977.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—OCD-CB-02(C4)

Note—176p.; For related documents, see ED 121 485-486, ED 122 947-953, ED 130 788, and ED 134 346

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01691-5, \$3.25)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Adolescents, *Annotated Bibliographies, Child Abuse, *Child Development, *Children, Cultural Factors, Delinquency, Educational Research, Exceptional Child Research, Family Relationship, Health Services, Infant Behavior, Longitudinal Studies, Moral Development, Physical Development, *Research Methodology, *Research Projects, *Research Reviews (Publications), Self Concept, Social Services, Socioeconomic Influences

This research bulletin includes reports of research on children either in progress or recently completed during the period of September 1976 through February 1977. Each entry includes information concerning the investigators, purpose, subjects, methods, duration, cooperating groups and findings (if available). Reports are listed under the following headings: (1) Long-Term Research, (2) Growth and Development, (3) Special Groups of Children, (4) The Child in the Family, (5) Socioeconomic and Cultural Factors, (6) Educational Factors and Services, (7) Social Services and (8) Health Services. The bulletin also includes a selective bibliography on moral development which lists relevant ERIC documents, books, journal articles and pamphlets. (BD)

ED 144 719 PS 009 595
Honig, Alice S. Oski, Frank A.

Developmental Scores of Iron Deficient Infants and the Effects of Therapy.

Pub Date Mar 77

Note—24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); Study supported by a grant from the Ross Laboratories, Columbus, Ohio

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anemia, Attention, *Child Development, *Cognitive Ability, Coordination, *Infant Behavior, *Infants, Mental Development, Perception, Research, Stimulus Behavior, *Therapy

Identifiers—Bayley Scales of Infant Development, *Iron Deficiency

This study investigated the cognitive and behavioral functions associated with iron deficiency anemia in infants and toddlers and the short-term effects of therapy on such behaviors. Subjects were 24 iron deficient and anemic infants, 9 to 26 months old. The subjects were randomly assigned to a treatment or control group. The Bayley Scales of Infant Development were administered before the institution of treatment with intramuscular iron or placebo, and the test was readministered in 5 to 8 days. Children treated with iron showed a significant increase, compared to the controls, in their scores on the Mental Development Index. The treated group also became more alert and responsive and demonstrated improvement in tests of gross and fine motor coordination. These findings support the hypothesis that iron deficiency in infants produces developmental alterations and that these changes are rapidly reversible with iron therapy. (Author/SB)

ED 144 720 PS 009 599
Block, Jeanne H. And Others

Fire and Children: Learning Survival Skills.

Forest Service (DOA), Berkeley, Calif. Pacific Southwest Forest and Range Experiment Station.

Pub Date 76

Note—20p.; USDA Forest Service Research Paper PSW-119

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Differences, *Childhood Attitudes, Children, Curiosity, *Early Childhood Education, Fear, *Fire Protection, Fire Science Education, Interviews, *Mothers, *Parent Attitudes, Parent Influence, *Personality, Personality Studies, Research, Sex Differences, Socialization, Socioeconomic Influences

This paper describes a study designed to investigate: (1) children's interest in, anxieties about, attitudes toward, and reactions to fire; (2) the relationship of particular personality characteristics to attitudes about and behavior with potentially hazardous fire material; (3) socialization techniques and teaching strategies of mothers in situations involving the controlled use of fire materials; and (4) the relationship of mothers' attitudes about fire and teaching techniques to their child's attitudes about and observed performance with fire materials. Subjects included all 5-year-old boys (18) and all 6-year-olds (14 boys and 15 girls) in a nursery school. Assessments of subjects had been accumulated as part of an ongoing longitudinal study of ego and cognitive development. Mothers were interviewed concerning their child's health, development, illness, and accident histories, and interest and experience with fire. Methods used by parents to teach children about fire were explored. The Q-sort method was used to quantify teaching behaviors observed. Children responded to pictures of fire viewed among a series of other pictures; were asked to list "all the things that children sometimes do that are bad"; and took part in a marble guessing game that assessed the tendency to make premature judgments or take risks. Finally, subjects and their mothers were observed as the mother taught her child three fire related tasks. Results for mothers and children are analyzed separately, and generalizations suggested by the results are listed in a discussion section. (Author/SB)

ED 144 721 PS 009 600
Rohe, William M. Nuffer, Ellen L.

The Effects of Density and Partitioning on Children's Behavior.

Pub Date Aug 77

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Behavior, Child Development, *Day Care Programs, *Early Childhood Education, Psychological Design Needs, Research, *School Space, Sex Differences, *Social Relations, *Space Dividers

Identifiers—*Density

This study attempted to: (1) replicate the density effects found in a previous study; and (2) test the hypothesis that partitioning mediates the effects of high density on children's behavior. Twelve children (5 female, 7 male, ranging in age from 40 to 68 months) were observed under each of four conditions that crossed high and low density with partitioning and no partitioning. These factors were crossed with sex in a 2 x 2 x 2 factorial design. A rating instrument was used to record social interaction, the individual's relationship with the environment, and affect. Results indicate that the higher level of density decreased associative and cooperative behavior. Partitioning was shown to mediate the relationship between density and constructive behavior while independent effects on aggressive and cooperative behavior were also found. Implications of the results for child development are discussed. (Author/SB)

ED 144 722 PS 009 601

Holtzman, Neil A.

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—DHEW-HSA-77-5207

Pub Date 77

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Diseases, Ethics, Infants, *Laboratory Techniques, Legal Responsibility, Mental Retardation, *Neonates, Organization, *Screening Tests

Identifiers—*Phenylketonuria

This monograph, designed for persons involved in the organization and regulation of screening of newborns infants for Phenylketonuria (PKU) and other genetic-metabolic diseases reviews new developments in the field, makes recommendations, and provides information about specific conditions other than PKU that are detectable by screening. Discussed briefly in Part I are various aspects of screening for PKU, ethical and legal issues and screening for other conditions. Part II suggests a model for supervising screening operations for any disorder (from determining what conditions should be screened for, through implementation to evaluation); discusses laboratory responsibilities and offers specific recommendations regarding PKU screening. Part III lists conditions that can be screened for with four different procedures. (SB)

ED 144 723 PS 009 605

Dirks, Jean

Circumstances Which Facilitate Children's Recognition of Moving People.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Note—17p.; An abridged version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adults, *Age Differences, *Elementary School Students, *Perceptual Development, *Preschool Children, *Recognition, Research, Visual Stimuli

Identifiers—*Moving Stimuli

This paper describes three experiments which investigated children's recognition of moving, active people. Experiments 1 and 2 found that young children had considerable difficulty in recognizing a videotaped person who initially performed a single 10-sec activity and then reappeared with a different activity and/or different hair style. The children's performance was poor even when minor idiosyncrasies in style of movement were potentially available as a basis for distinguishing target people from novel comparison people. Given the current 10-sec, single-activity presentations, subjects apparently do not use these idiosyncrasies as a basis for recognition. Children's recognition of moving people was facilitated, however, in Experiment 3. In this experiment, 4.7- and 5.8-year-olds had better recog-

nition performance if they had initially seen the target person perform three diverse 12-sec activities than if they had seen the target person perform three identical 12-sec versions of the same activity. The superiority of performance in the Diverse Activity condition indicates that children's perception of invariant attributes of a target can be facilitated if the child views the target undergoing diverse, ongoing movement-produced transformations over time. (Author/JMB)

RC

ED 144 724 RC 010 019

Criterion Referenced Education Associated to Evaluation (CREATE).

Education Service Center Region 14, Abilene, Tex.

Pub Date 75

Note—27p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Criterion Referenced Tests, Data Collection, Educational Assessment, Educational Objectives, *Evaluation Criteria, *Management by Objectives, *Migrant Education, Needs Assessment, *Performance Based Education, Program Development, Program Evaluation, Student Evaluation

Identifiers—Texas

CREATE (Criterion Referenced Education Associated to Evaluation) is a management and evaluation program developed by the Migrant Division of Region 14 Education Service Center. The evaluation plan, which is the basis for the total program, is tied directly to decision-making at all levels in the program. Utilizing a goal-oriented approach, the evaluation process consists of seven distinct steps: identifying the major evaluation concerns, identifying the information levels to be served, formulating criterion-referenced objectives, identifying relevant variables, collecting and analyzing information, and reporting to decision-making personnel. CREATE is also a management system which helps teachers to zero-in on student needs without dictating how the teacher is to instruct the student. The CREATE system accurately brings about (1) a basic education program for students which will meet their specific needs, (2) an efficient plan for material distribution and purchasing, (3) an effective support system for teacher improvement, and (4) an accurate means of evaluating the total program. This paper presents a brief history of the progressive steps which were taken to develop CREATE, the major administrative/support enabling objectives incorporated into the evaluation effort, and the student performance levels to be evaluated, and brief summations of the evaluation. (NQ)

ED 144 725 RC 010 033

Marcum, John P.

The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility.

Pub Date 31 Mar 77

Note—19p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 31, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Age, *Birth Rate, Blacks, Caucasians, Comparative Analysis, Economic Factors, Income, Literature Reviews, Metropolitan Areas, Multiple Regression Analysis, *Neighborhood, *Place of Residence, *Racial Composition, *Rural Population, *Socioeconomic Status, Statistical Data, *Urban Population

Identifiers—United States (South)

Focusing on blacks, the study examined the effect of neighborhood racial composition on the relationship between socioeconomic status and current fertility. The sample of 611 black and 5,027 white once-married women aged 20-29 living with their husbands was drawn from the neighborhood characteristics files of the 1970 Public Use Samples of the U.S. Census for Alabama, Kentucky, Mississippi, and Tennessee. Social Characteristics were measured by husband's income, education, and occupation; and residence (a set of dummy variables based on location in either a rural, urban, or metropolitan area). Minority group status was measured by a

dummy variable. Neighborhood of residence was categorized into a set of dummy variables based on racial and ethnic composition: 0-15% black, 16-49% black, and 50-100% black. Control variables were wife's age, her age at marriage, her employment status (a dummy variable), and her education. Multiple regression analysis was used to test the data. Findings indicated that minority group status had an effect on fertility, an effect that varied between rural, urban, and metropolitan areas. In each area, blacks had higher fertility, but the way that the other variables affected fertility varied. In rural areas, there was an independent effect of education on fertility, and an interaction effect between income and race on fertility. In urban areas, there was an interaction effect between occupation and race on fertility. In metropolitan areas, neighborhood of residence had an independent effect on fertility. (NQ)

ED 144 726 RC 010 040

Knowlton, Clark S.

Implications of Change in Mexican American Families.

Pub Date 29 Apr 76

Note—22p.; Paper presented at the Western Social Science Association Annual Meeting (Tempe, Arizona, April 29-May 1, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Acculturation, *Cultural Background, *Extended Family, *Family (Sociological Unit), Family Role, Group Unity, Land Settlement, Mexican American History, *Mexican Americans, *Social Change, *Social History, Sociocultural Patterns, Subculture

Identifiers—*United States (Southwest)

The Mexican American bilateral extended family system was a part of the cultural heritage from Mexico or Spain and a family system developed as a social and cultural response to the cultural isolation and frontier environment of the Borderlands. As a social system, it mobilized members to work the land, protect family members and property against Indian raids, provide settlers for new settlements, carry out religious ceremonies and rituals, socialize the children, care for the aged, the sick, and the orphans, settle disputes, and provide leadership for the social group. Under the impact of either urban or rural poverty, the system collapsed, or at least suffered serious modifications. Where it did survive, it gave its members enhanced survival capabilities and strengthened their competitive situation. It also facilitated urbanization and industrialization. Among the middle and landowning classes, it facilitated the transfer of capital and personnel from agriculture into business and professional investments. It provided a base of political strength that enabled Mexican Americans to play political roles, except where the forces of discrimination were too strong or where Anglo American immigration swamped the Mexican Americans. Although the forces of urbanization and acculturation have weakened it severely, it still survives along with other family systems among the Mexican Americans. Indeed, it shows a hardy ability to survive, to adjust, and to persist. Even where it has almost vanished, its values still pervade Mexican American family systems. (Author/NQ)

ED 144 727 RC 010 049

Murdock, Steve H. Schriener, Eldon C.

Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.

Pub Date Sep 77

Note—33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age, *Community Attitudes, Community Size, *Conservation (Environment), *Economic Development, Family Income, Occupations, *Place of Residence, Rural Farm Residents, Rural Nonfarm Residents, Rural Population, *Rural Urban Differences, Social Class, *Socioeconomic Status, Statistical Data, Urban Population

Identifiers—*North Dakota, *Place of Residence

Based on a secondary analysis of data from a statewide survey of North Dakota residents conducted during the spring of 1976, this study examined the differences in levels of support for environmental protection and economic growth via respondent characteristics, respondent charac-

teristics within residence types, and occupational and social class characteristics within residence types. A mail questionnaire was sent to a random sample of 10,000 residents over the age of 16, stratified by population size and State Planning Region. Roughly 4,000 questionnaires were returned with 3,963 useable questionnaires being obtained after processing. The questionnaire addressed various issues concerning residents' goals for the State's future. Responses were defined as pro-economic and pro-environmental responses. The dichotomized pattern was the major dependent variable. The independent variables used in the general analysis included standard social and demographic variables. For this study, only those variables which were most strongly related to the dependent variables were used: age, occupation, income, education, and residence. Also a social class variable was constructed from the educational and income variables. Findings included: support for environmental protection was strongest in the younger age groups and decreased with age; those in lower income and educational levels were more supportive of economic growth; and support for economic growth was strongest for residents in towns under 500, followed by residents of towns of 500-2,500. (NQ)

ED 144 728 95 RC 010 053

Edington, Everett Hays, Leonard
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 77

Contract—400-75-0025

Note—67p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-056, \$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Advisory Committees, Audiovisual Aids, Career Education, Computer Oriented Programs, *Demonstration Programs, Educational Television, *Information Dissemination, Instructional Materials, *Intermediate Administrative Units, Library Circulation, *Models, Newsletters, *Program Descriptions, Programmed Instruction, *Rural Schools, Special Education, Special Services, Synthesis, Workshops

Utilizing information derived from documents, site visits, correspondence, and personal interviews re: 6 intermediate education units serving rural schools which were initially identified via a mail survey, this report describes intermediate education units with exemplary information dissemination programs. Varying considerably, each program is described in terms of its population's needs and the following array of emphases: newsletters; workshops; computer systems; information specialists; library loans; department of education services/materials; program analysis; programmed instruction; Educational Resources Information Center (ERIC) searches; TV station/instruction; video materials; occupational education; special education; curriculum materials or education information centers; audio-visual centers; rural learning centers; linker councils or area-wide advisory committees; professional development centers; "programs that work"; courier services; itinerant teachers; special services; project Coordinating Information for Texas Educators (CITE); and crime and drug prevention. The six intermediate education units described herein include: Weld Board of Cooperative Education Services (BOCES) in La Salle, Colorado; Broome-Tioga Board of Cooperative Education Services in southern New York State; Cooperative Educational Service Agency Number 3 in Gillett, Wisconsin; Lighthouse Schools' Regional Supplemental Center in Marquette, Michigan; Umatilla Intermediate Education District in Pendleton, Oregon; and Region X Education Service Center (ESC) in Richardson, Texas. (JC)

ED 144 729 RC 010 054

Lassey, Marie And Others

Drinking Among Rural Youth with Implications for Rural Institutional Development.

Idaho

Pub Date Sep 77

Note—51p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1977).

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Alcoholism, *Behavior Patterns, Communication (Thought Transfer), Community Influence, *Drinking, Family Influence, Friendship, Grade 8, Grade 12, Literature Reviews, Mass Media, *Parent Child Relationship, Parent Influence, *Peer Relationship, *Rural Youth, Secondary School Students, Social Behavior, *Student Attitudes

Identifiers—*Idaho
During a 3-month period ending in January 1977, questionnaires were given to 889 eighth and twelfth grade students to determine the extent of drinking among rural teenagers in Idaho, and the sociological and psychological factors affecting their drinking habits. At least 16% of 8th graders and 34% of 12th graders drink frequently. A much higher proportion of each age level drink occasionally. Both groups tend to have their first drink at home; home is also the most frequent drinking place for 8th graders, and the car is the most common drinking place for 12th graders. Both groups obtain alcoholic beverages primarily from their friends. Drinking behavior of parents, closeness of relationship with parents, and communication with parents are strongly related to drinking patterns of both groups. An even stronger relationship, particularly for 12th graders, exists between drinking and friendship patterns. Parents are most influential in determining whether drinking occurs for non-drinkers in both grades. Friends are more influential for frequent drinkers in both grades. Problem drinking is more likely to occur among families without close ties and when problem oriented communication between parents and child is minimal. Non-drinkers in both grades feel that parents are the best source of information about alcohol. The same is true for 8th graders who drink. However, the 12th grade drinkers feel the mass media are the most credible. Therefore, any program to discourage alcohol abuse must consider these factors. (NQ)

ED 144 730 RC 010 055

Goudy, Willis J.

Studying Your Community: Data Book. Sociology Report 128A.

Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Aug 75

Note—239p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Community Attitudes, *Community Services, *Community Size, Environment, Land Use, *Needs Assessment, *Quality of Life, *Rural Population, Social Factors, Social Relations, Surveys, Tables (Data)

Identifiers—*Iowa

The product of a needs assessment (via 4,627 mailed questionnaires) in Iowa's rural Region V, this report exemplifies need assessment techniques designed to assist local residents, their leaders, area change agents, and regional groups in making community decisions for rural areas. The survey used to develop this databook requested information re: evaluations of selected services; opportunities and social factors operating at the local community level; the level of improvement necessary for services and opportunities; perceptions of an ideal community; attitudes toward the community; and respondent characteristics. Information is presented in tabular form by community size (the 27 communities surveyed were divided as follows: 499 or less; 50-999; 1,000-2,499; 2,500-9,999; and 10,000 or more). Comprised primarily of tables and data, the contents of this report include: a brief introduction; a brief description of the study communities; the household sampling plan (every other respondent was male); mail questionnaire construction; mail questionnaire strategy; brief additional comments; social factors in the community; community services; community opportunities; changing selected community factors; attitudes toward community; land use and the environment; quality of life; friends and relatives in the community; respondent characteristics; additional tables (a summary re: questionnaire return); and additional community comments (positive vs negative). (JC)

ED 144 731 RC 010 060

Brown, David L. O'Leary, Jeanne M.

Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970.

Pub Date Sep 77

Note—41p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1977). Some tables and figures may not reproduce well due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, Census Figures, Comparative Analysis, *Employment Trends, *Females, *Industrialization, Industry, *Labor Force, Metropolitan Areas, Occupations, Participation, *Proximity, Rural Areas, *Rural Urban Differences, Skilled Occupations, Social Change, Social Status, Urban Areas

Identifiers—Nonmetropolitan Areas

Using 1960 and 1970 census data, the following hypotheses were tested: the level of women's labor force participation will be higher in urbanized metropolitan vs sparsely populated nonmetropolitan counties with a higher participation rate appearing in the nonmetro counties within commuting range of metro counties, though these differences will have diminished by 1970; women's employment growth will be higher in urbanized metro counties but higher still in nonmetro counties within commuting range of metro areas; the industrial and occupational composition of women's employment will include a larger proportion of higher status jobs in metro and urbanized counties and in counties within commuting range of metro areas, though these differences will have diminished by 1970. The variables examined were: patterns of participation by age; employment by occupation and industry; employment growth by occupation; employment change by industry; and geographic patterns in women's labor force participation. Results indicated: the rate of labor force participation among women varied directly with the level of urbanization but diminished progressively; women's employment grew at a higher rate in metro areas but women's share of total job growth was greater in nonmetro counties; the industrial composition of women's employment became more dissimilar during the decade; proximity to urban areas or a "commuting effect" was not operative; nonmetro women were concentrated in low wage, low skill, and low status pursuits. (JC)

ED 144 732 RC 010 061

Dreier, William H.

Teachers for Rural America - Are They Recognized and Prepared?

Pub Date 1 Sep 77

Note—15p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrator Education, *College Programs, Enrollment, Geographic Location, Graduate Study, Higher Education, Literature Reviews, *Rural Education, *Rural Schools, Rural Urban Differences, Student Teachers, Surveys, *Teacher Education, Undergraduate Study

Identifiers—American Association of Colleges for Teacher Educ., *Office of Education Region VII

Attempting to answer questions re: the recognition and preparation of teachers for rural America, this paper presents a brief overview of pertinent literature and examines a sample of colleges and universities preparing teachers in U.S. Office of Education (USOE) Region VII (Iowa, Kansas, Missouri, and Nebraska) for purposes of identifying rural vs metro locations and the extent of undergraduate and graduate teacher/administrator preparation programs. Tabular data is presented on Region VII re: number of 1975 North Central Association of Schools (NCA) member high schools grouped by size; number and percent of 1973 American Association of Colleges for Teacher Education (AACTE) members by population of city and base support; results of a questionnaire sent to every other AACTE member institution in the Region (N=28 responses out of 46) re: required rurally oriented courses, number of student teachers enrolled, percent of student teachers located in towns and cities of differing populations; and graduate majors and minors offered for rural teacher and

administrator preparation. In general, this report indicates a need for: rural educators, institutions located in the rural environment, and racially specific teacher/administrator preparation. (JC)

ED 144 733 RC 010 071

Byrne, David R.

Chicano Students and Toeole Schools: A Descriptive Research Report.

Pub Date 24 Jan 74

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age, Comparative Analysis, *Dropout Rate, *Dropout Research, Family Background, High School Graduates, Intelligence Differences, *Longitudinal Studies, *Secondary School Students, Sex Differences, *Spanish Speaking
Identifiers—*Chicanos, Spanish Surnamed, *Toeole School District UT, Utah

The longitudinal study examined the dropout rate of a group of Chicano students who were registered 7th graders in the Toeole School District in the 1967-68 school year. If these students made normal progress, they graduated from high school at the end of the 1972-73 school year. All Spanish-surname students found on the 7th grade rosters of 1967-68 in the district were identified using a Spanish-surname list of the U.S. Census Bureau. Of the 60 students originally identified, 11 were dropped due to their transferring to another school or having died. School records were used to obtain data. About half of the 49 students (47%) dropped out of school between the 7th and 12th grades. It was found that two distinct groups of dropouts could be identified: the low achiever from the early elementary grades, and the student who performed normally until about grade six and thereafter performed less well. Other findings included: girls dropped out at a higher rate than boys; 70% of the dropouts left school after the 10th grade (39% left in the 12th grade); marriage was the most common reason given for girls dropping out while academic failure was the most common reason given for boys; dropouts tended to miss more school than graduates; dropouts had a tendency to score lower on I.Q. instruments than graduates; and both parents, mothers and fathers, of graduates tended to be more educated than the parents of dropouts. (NQ)

ED 144 734 RC 010 077

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976).

Cultural and Social Centre for the Asian and Pacific Region, Seoul (South Korea).

Pub Date 76

Note—191p.; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Agency Role, Agriculture, *Change Strategies, *Community Development, Conference Reports, Economically Disadvantaged, Economic Development, Extension Education, Foreign Countries, Health Services, Land Use, Occupational Mobility, Population Growth, Program Descriptions, Rural Areas, *Rural Development, *Seminars, *Social Development, Urbanization

Identifiers—*Asia, *Pacific Region

Addressing the conference theme, "The Most Effective Strategy for Rural Development", the papers presented in these proceedings include representation from: Australia; Germany; Hong Kong; Indonesia; Japan; Republic of Korea; Malaysia; Philippines; Thailand; U.S.A.; and Republic of China. Papers are titled: "Community Development through Saemaul Movement in Korea"; "The Dynamics of Rural Community Growth"; "Community Development in Rural Areas of the Republic of China"; "Rural Development through Community Development"; "The Most Efficient Strategy to Promote Rural Development"; "Principles Governing Rural Development Work in Thailand"; "The National Union of Plantation Workers"; "Community Development, Agricultural Extension Education, and Demonstration Village for Integrated Development"; "Universities and Rural Development"; "The Supporting Role of a Health Service in a Development Society"; "The Plan to Help the Needy"; "The Self-Employment Assistance Program"; "An Evaluation on the Hsiao-kang (well to do) Program of Eliminating Poverty"; "Periodic and Permanent Poverty in Rural Areas";

"Movement for the Development of the People"; "Some Projects of Fighting Poverty in Taiwan"; "The Fading of Earthbound Compulsion in a Hong Kong Village: Population Mobility and Its Economic Implication"; "The Commercial Model and Small Scale Agriculture"; "Land Tenure and Economic Development"; "Social Development and Goal Conflicts"; "Determining Strategy in a Community Development Program"; "Urbanization and Rural Change (near Bangkok)". (JC)

ED 144 735

RC 010 078

Goldberg, Carole E.

Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication, Series No. 1, 1975.

California Univ., Los Angeles. American Indian Culture Center.

Pub Date 75

Note—60p.

Available from—UCLA American Indian Studies Center, Room 3220 Campbell Hall, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (\$5.00 U.S., \$6.00 foreign)

Document Not Available from EDRS.

Descriptors—*American Indians, Criminal Law, Federal Government, *Federal Legislation, Financial Support, *Governance, *Law Enforcement, Local Government, Policy Formation, *Reservations (Indian), *State Government, Tribes

Since Public Law 280 (1953) transferred civil and criminal jurisdiction of American Indians to five states and offered it to all other states while still maintaining the trust status of reservation lands, this paper asserts that PL 280 constitutes an "uneasy" Federal compromise between abandoning American Indians to the states and maintaining them as federally protected wards. Specifically, this paper addresses: objections to PL 280 and legislative solutions (controversy over Indian consent to the law; controversy over the financing of state jurisdiction; and lack of provision for retrocession or the option to return to Federal jurisdiction); and objections to PL 280 and jurisdictional resolutions (the mechanics of PL 280 transfers including optional and mandatory states; broad outlines of PL 280 jurisdiction—limitations and causes of action; local government jurisdiction; and exceptions re: hunting and fishing rights, regulation of land use, and taxing power, and new state jurisdiction acquired under PL 280). The paper's concluding remarks suggest the following: the trend away from judge-made rules and in favor of a preemption analysis based on PL 280 may reflect changes in Federal Indian policy in the direction of increased respect for tribal sovereignty, since the 1968 amendments required tribal consent and authorized partial jurisdiction and limited retrocession; since PL 280 is now the funnel through which all state jurisdiction over reservation Indians must flow, controversies over its mechanics and scope have taken on added significance. (JC)

ED 144 736

RC 010 081

Haro, Carlos Manuel, Ed.

The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force.

California Univ., Los Angeles. Chicano Studies Center.

Pub Date 77

Note—189p.

Available from—Chicano Studies Center, Publications Unit, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Admission (School), Admission Criteria, Background, Caucasian Students, Court Cases, *Court Litigation, Educational Discrimination, *Higher Education, *Medical Schools, *Mexican Americans, Program Attitudes, Racial Discrimination, *Reverse Discrimination, Supreme Court Litigation
Identifiers—*Bakke v Regents of University of California, California (Davis), Chicanos

In 1973 and 1974, Allan Bakke, a Caucasian, applied for admission to the medical school of the University of California-Davis and was refused admission. Of the 100 places available each year, 16 were reserved, under a special admission program, for Mexican Americans, blacks, Native Americans, and Asian Americans. Bakke

filed a complaint against the University Regents arguing that as a white he was the victim of racial discrimination because he was not admitted due to the 16 minority slots. The University filed a cross-complaint for declaratory relief, seeking a determination that the special admission program was valid. The California Supreme Court ruled the program unconstitutional. According to the court the program violated the rights of white applicants by allowing admissions of minorities; it violated the Constitution because it afforded preference on the basis of race to persons who by the university's own standards were not allegedly as qualified as white applicants denied admission. If accepted, the case will be reviewed by the U.S. Supreme Court. If it is not accepted, the California decision stands. This publication provides factual data regarding the California State Supreme Court decision, and discusses the impact and importance this decision will have on the Mexican American community. Included are a statement of the Mexican American Legal Defense and Educational Fund and the National La Raza Lawyers Association, news release from the State Supreme Court's administrative office, and newspaper articles. (Author/NQ)

ED 144 737

RC 010 082

Eberts, Paul R. Sismondo, Sergio

A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development.

Pub Date 23 Aug 75

Note—41p.; Paper presented at the Annual Meetings of the Rural Sociological Society (San Francisco, California, August 23, 1975); Tables 2 and 3 may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, Decision Making, Federal Government, Interaction, Local Government, *Models, *Policy Formation, *Research Design, *Rural Development, Social Science Research, State Government, *Systems Analysis

Effective research on issues of rural development is increasingly important in a time when inequalities among people in rural areas is widening. Criteria of time-cost effectiveness, policy effectiveness for rural development, and contribution to sociology must be balanced by rural social scientists in their research design decisions. When five generally recognized types of research are examined by these criteria, only one stands up—systems analysis. Procedures built around description of conditions, public opinion polling, evaluations of programs, and basic academic research fail to meet some of the criteria. Systems research, however, corrects for many of the weaknesses in other types, and a policy research paradigm originating from systems analysis can be developed with specific reference to rural development. The paradigm is applied to Federal, state, and local levels of jurisdiction affecting rural development; it allows continuous monitoring of key variables so that each jurisdictional level can simulate alternative futures, thereby aiding policy makers in their decisions. Because of more precise focus, the paradigm can also produce greater cost effectiveness with research monies, facilities, and talents; its emphasis on trend analysis on a wide range of interacting variables can make a major contribution to social science. (RS)

ED 144 738

RC 010 086

Rural Critical Care Nurse Training Project—Four Corners Area, November 14, 1975.

Four Corners Area Health Education Center, N. Mex.; New Mexico Regional Medical Program, Albuquerque.

Pub Date 14 Nov 75

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Indians, Course Content, *Hospital Personnel, *Inservice Education, Medical Services, Nurses, *Nursing, *Participant Satisfaction, *Primary Health Care, Program Evaluation, Project Training Methods, Reservations (Indian), *Rural Areas, Staff Improvement

Identifiers—Four Corners Area, *New Mexico

Project objectives were to train 10 nurses from hospitals in the Four Corners Area in rural critical care nursing, to have a training director organize and coordinate the project, and to utilize the replacement nurse concept. The course curriculum was determined through a needs assess-

ment survey conducted by a team of health professionals from Arizona universities, and on-site clinical visits made to participating hospitals to discuss curriculum content with the nursing director and prospective trainee. Eleven nurses (9 RNs and 2 LPNs) took the 2-week course in Albuquerque, New Mexico. Ten were replaced by project-hired nurses. Since the eleventh nurse was the nursing director from Zuni, no replacement was hired. Six nurses were Navajo, one was a Pueblo Indian, and four were Anglo. Two groups of five nurses each attended the course on alternating weeks. Subjective and objective evaluations were conducted through pre- and posttests, and questionnaires given to the trainees, nursing directors from the participating hospitals, and the replacement nurses. After the course was completed, the training director, replacement nurses, nursing directors, and trainees met to evaluate the project's effectiveness. Overall, everyone felt the project had been effective. Appendices include a list of participating rural hospitals, nurse trainees, and replacement nurses' rotation assignments; results of the trainees' self-assessment of skills; and the various evaluation forms. (NQ)

ED 144 739 RC 010 087
A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education.

Education Service Center Region 14, Abilene, Tex.

Pub Date Mar 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Criterion Referenced Tests, Elementary Education, *Evaluation Methods, *Migrant Education, *Student Evaluation, *Validity

Identifiers—*Texas

The migrant program's evaluation system necessitates that instructional personnel evaluate students on a continuing basis using criterion-referenced items that have been developed and validated. This measurement system consists of 230 criterion-referenced items designed to measure 230 objectives in reading and math. These range across seven levels and grades K-6. The study determined whether teachers in the program were able to use the project developed criterion-referenced measurement system to produce valid measures on students. During February 1976, a stratified random sample of students was selected and matched with a group of randomly selected criterion-referenced items from the system. The project staff who developed the system (and on whom inter-rater reliability had been established) visited each school and individually tested the selected students on the selected items. Two measures were noted: the existing teacher rating (taken from student records) and the results of the staff testing. In both cases, teacher and staff ratings were in terms of whether the student did or did not perform satisfactorily on the objective. The resulting data available for analysis consisted of 120 student ratings (teacher and staff) in reading and 130 student ratings (teacher and staff) in mathematics. Findings indicated a high degree of agreement between teacher and staff ratings. (NQ)

ED 144 740 RC 010 089
Deveran, Forrest A. Stokley, Gary M.

Perceptions of a Tri-Racial Community: Adults vs. Adolescents.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Sep 77

Note—29p.; Paper presented at the Rural Sociological Society Annual Meetings (Madison, Wisconsin, September 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Adolescents, *Adults, American Indians, Blacks, Caucasians, *Community Attitudes, Community Surveys, Ethnic Groups, Family Status, Heads of Households, Leisure Time, Perception, *Racial Composition, *Rural Population, Secondary School Students, Social Attitudes, *Southern Community

Identifiers—*Louisiana (South)

The study explored the differential levels of satisfaction between adults and adolescents with dimensions of community life as services, education, social environment, family situations,

housing, and medical care. Information was also acquired on work status, material possessions, and participation in organizations. Comparisons were made between adults and adolescents in general, parents and their offspring, and the general school population with a student matched sample. During the summer of 1976, interviews were conducted with 216 household heads or their spouses and 192 junior high school and high school students from 2 rural non-farm communities in Southern Louisiana, characterized by their tri-racial composition (Indian, white, Black). Those interviewed were paid \$2.00 as compensation for their time and information; interviewers were selected from the communities. Data analysis was concerned with the main effects of age and race on community and family evaluations. T-tests were used to explore the differences in mean scores of the dependent variables. Findings included: adolescent evaluative responses to their community situation were much more positive than adult responses; white respondents were much more optimistic about their past and present family situations and their houses than non-white respondents; and 89% of the adolescents indicated that they had no intentions of moving from their immediate locale. (NQ)

ED 144 741 RC 010 090
SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977.

Southern Rural Development Center, State College, Miss.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Report No.—SRDC-22

Pub Date Jul 77

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Citizen Participation, *Extension Education, Health Services, Housing, Human Resources, Industrialization, *Information Dissemination, Land Use, Leadership Training, *Program Descriptions, Publications, Regional Planning, Research, Resource Materials, *Rural Development, Social Services, Southern States, Synthesis

Identifiers—*Rural Development Act 1972 Title V, *Southern Rural Development Center

The Southern Rural Development Center's 1977 plan focuses on ways to move rural development program and research information to the users. One of four regional centers set by the 1972 Rural Development Act, the southern center works with research and extension staffs in 27 land-grant institutions in 13 states and Puerto Rico. Its publication series of 22 titles includes reports on rural development work done by the center, the states, and other sources. Its quarterly magazine, "Rural Development Research and Education", is regionally distributed to 2,000 professionals and educators. Through a variety of methods, "functional networks" disseminate research and program materials in priority areas of citizen participation, evaluative research literature, land-use issues, small farm operations, industrialization, health care, educational needs projection, impact of governmental transfer payments on human resource development, community services (solid waste disposal, financing), and housing. Leadership training materials soon to be completed will include a training manual, resource lists, learning aids, and teachers' guides for use by professional rural development workers. Included in the 1977 plan is a state-by-state summary of Title V programs in progress. (RS)

ED 144 742 RC 010 091
Boyd, Virlyn A. Pettigrew, Nancy J.

Effect of Farm Background on Attitudes of Agricultural Students at Clemson University.

Pub Date 6 Feb 77

Note—10p.; Paper presented at the Rural Sociology Section, Annual Meeting of the Southern Association of Agricultural Scientists (Atlanta, Georgia, February 6-9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Aspiration, *Agricultural Education, *Attitudes, *Career Choice, Career Opportunities, College Freshmen, *College Students, Comparative Analysis, Cultural Background, Employment Opportunities, Expectation, Higher Education, Parent Influence, *Place of Residence, *Rural Urban Differences, Seniors, Social Status, Teacher Influence

Identifiers—Clemson University SC, *Place of Residence

Since recent growth in enrollment in colleges of agriculture has been made up of an increasing proportion of students without a farm or rural background, colleges of agriculture should look at course offerings to see if they meet students' needs. To examine the attitudes of students with nonfarm backgrounds who were majoring in agriculture, a questionnaire on career orientations was given to 90 freshmen students and 106 seniors at Clemson University during 1975-76. Results showed that more seniors had lived on a farm most of their lives than freshmen. Comparing farm and city students' responses indicated a higher proportion of city students wished to continue education beyond the bachelor's degree. Both city and farm students had been most influenced by personal interest in selecting their majors, but city students listed job opportunities as the next most influential factor, while farm students listed personal job experience. As far as career potential, more than 80% of both farm and city students felt agriculture was a growing industry, but more city students saw in it a high potential for making money and for advancement opportunities. Further research might compare farm and city students' attitudes about agriculture with attitudes about other specific career choices. (RS)

ED 144 743 RC 010 093
Ploch, Louis A.

The Reversal in Migration Patterns - Some Rural Development Consequences.

Pub Date 77

Note—12p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Age, Improvement, Life Style, Living Standards, *Migrants, Motivation, National Norms, Occupations, *Policy Formation, Population Trends, *Quality of Life, *Rural Development, Social Change, Social Characteristics, Social Services, *Socioeconomic Status, *Urban to Rural Migration

Identifiers—*Maine

The reversal in migration patterns in the 1970's resulting in a net population flow from metropolitan (urban) to nonmetropolitan (rural) areas may have a variety of rural development consequences. Sizeable population increase in rural communities which traditionally have experienced net out-migration or very slow increases is evident in Maine where the data indicate this process is currently taking place. These data indicate that the majority of the immigrants are characterized by: high levels of education; training and experience in professional and managerial occupations; small families; and migration from a more urban area to a rural or semi-rural area. The motivations of Maine migrants tend to center on quality of life considerations (reasons for preferring rural areas include: simple lifestyle-slow pace of life; peacefulness; serenity; friends; relatives in Maine; qualities of people; general environmental quality; lack of pollution; natural beauty; and the ocean coast). If Maine's in-migrants are at all indicative of a national norm for the urban to rural migrant, there are definite implications for rural development policy making decisions, because Maine immigrants are both stimulating local economies and up-grading local services (they are demanding better and more varied education, better libraries, etc. and they are contributing to cultural activities, small businesses, the publishing fields, the development of local crafts, and the health services). (JC)

ED 144 744 RC 010 094
Larson, Wayne L.

Pygmalion in Native-Indian Education.

Pub Date 1 Sep 77

Note—17p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, Classroom Environment, Ethnic Stereotypes, Evaluation Criteria, *Group Dynamics, Informal Assessment, *Labeling (of Persons), Negative Attitudes, Paraprofessional School Personnel, Parent School Relationship, Performance Factors, Self Actualization, Student Evaluation,

*Student Teacher Relationship, Student Teachers, *Teacher Attitudes, *Teacher Behavior

Identifiers—*Self Fulfilling Prophecy

Acts and characteristics of teachers of American Indian students which may influence the dynamics of the self-fulfilling prophecy were examined. Data were collected via questionnaires and interviews. Questionnaires were sent to 60 student teachers and teacher assistants in schools enrolling Indian students. Some of these schools had almost entirely Indian students; others had mixed populations. The 52 respondents made observations about the teachers in the schools in which they taught. The questionnaire included questions about differential treatment of students by levels of performance, ethnicity, and family income; the nature of the socio-emotional climate in student-teacher exchanges; the criteria used by teachers in making initial assessments of students' potential; evaluations of effective and ineffective teachers; and the existence of the self-fulfilling prophecy in the classroom. Twenty interviews were conducted with some of the same student teachers and a new group of student teachers to probe for the factors and processes which affected student-teacher relations in school and illustrated the dynamics of the self-fulfilling prophecy. Findings included: 63% of the student teachers felt that teachers reacted to and treated "good" students differently than "bad" students; "poor" students were more likely to receive control treatment, to get more punishment and less praise for their work, and to be passed over in question and answer sessions; and Indian students were more likely to be perceived as "poor" performers. (NQ)

ED 144 745 RC 010 095

Isaacs, Gertrude

Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.

Frontier Nursing Service, Inc., Hyden, Ky.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Pub Date May 77

Grant—HS-00885

Note—488p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Agency Role, Cost Effectiveness, Curriculum Development, Decentralization, Delivery Systems, *Health Services, Manpower Development, Methods, *Nurses, Objectives, *Primary Health Care, *Program Evaluation, Quality Control, *Rural Areas, *Training Identifiers—Appalachia, *Family Nursing, Kentucky (Leslie County)

Largely descriptive, this final report of the Frontier Nursing Service (FNS) chronicles development and implementation of a Family Nurse Practitioner (PRIMEX) training program in a rural area from 1972-76. Centered in Leslie County, Kentucky, this project was one of seven PRIMEX programs in the nation; accomplishments in all of the projects far exceeded original goals. This report covers the FNS program's evaluation of primary care training and service both as to accessibility and effectiveness in meeting health care needs, methodology, feasibility for other medically underserved areas, costs of training and service, professional tasks, professional and social satisfaction, curriculum content, process and outcome of patient services, and types of health personnel most appropriate to given health service tasks. It describes a health care delivery system combining traditional health care with more decentralized, family-centered, community-based health care centers. Appendixes, forming more than one-half the report, include an FNS Midwifery and Family Nursing Catalogue, as well as information on organization, management, the team concept, service versus credential-based reimbursement, medical beliefs and practices in a rural Appalachian community, and the 1977 site team report of the American Nurses' Association. (RS)

ED 144 746 RC 010 097

Jones, Tom Gister, John

Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973.

Utah Migrant Council, Salt Lake City.

Spons Agency—Intermountain Regional Medical Program, Salt Lake City, Utah.

Pub Date May 73

Note—24p.; Best copy available; Project developed by Health Specialist Training Program of the Utah Migrant Council

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Health Education, *Health Personnel, *Migrant Health Services, *Paramedical Occupations, Performance Based Education, Program Attitudes, *Program Evaluation, Student Evaluation, Teaching Methods, Trainees, Trainers, *Training, *Training Objectives Identifiers—*Utah

The project involved 14 trainees who were employed by the Utah Migrant Council prior to their training with 8 trainers. Pre-determined by the basic job descriptions for the Health Specialist, the objectives dealt with two basic factors: trainee knowledge and trainee skills in performing specific tasks. Areas covered by the objectives were infection; the respiratory, circulatory, and digestive systems; nutrition; ear, pregnancy; labor and delivery; post partum; teeth; child development; illness in children; migrant environment; and health education. Classroom instruction, review sessions, consultant presentations, individual and small group instruction, role playing, case studies, and hands-on personal practice by the trainees were used in the training. Daily evaluations were conducted to provide the trainers constant feedback on a daily basis to determine how the trainees were progressing. Mid-point and final evaluations were conducted to determine the knowledge and skill levels of the trainees. Daily information was obtained through review sessions, laboratory observations and quizzes, individualized oral reviews and quizzes, daily reports from the trainees and trainers, attendance reports, and trainer de-briefing sessions. Mid-point and final evaluations were obtained via written examinations, oral questions, laboratory applications, and group problem solving. Overall, both the trainees and the trainers felt the project had been successful. (NQ)

ED 144 747 RC 010 098

Getches, David H.

A Primer on Laws Important to Alaska Native Education.

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Dec 76

Note—27p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Alaska Natives, American Indians, Bilingual Education, Community Control, *Definitions, *Education, Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, Individual Power, Laws, Legal Education, Rural Education, School Administration, State Aid, *State Legislation, Student Rights, Teacher Welfare Identifiers—*Alaska

Due to Alaska's unique culture, geography and history there are various State and Federal laws affecting the education of Alaskan children, especially Native children. Under these laws, several kinds of school systems operate for rural Alaska communities—Bureau of Indian Affairs, Regional Education Attendance Areas, city and borough districts, denominational schools, community (tribally) controlled private, and boarding programs. There are laws for funding special programs (i.e., bilingual education, reading improvement, free lunches) and laws which specifically aid Indian and Native education (i.e., the Indian Education Act, Indian Self-Determination and Education Assistance Act, Johnson-O'Malley Act). Because many of the laws are new and many people who will be on boards and committees are new to their jobs, some basic information on legal matters is needed. Prepared with advice and suggestions from parents and community leaders in rural areas and from professional educators, this booklet is designed to help supply a background and understanding of the laws which are important to education in rural Alaska. The two sections provide basic information about the kinds of school systems operating in rural Alaska; give answers to questions about funding programs, student and teacher rights, community control, bilingual education, administration, and legal liability; and provide definitions for often-used terms which appear in italics whenever they are used in the booklet. (NQ)

ED 144 748 RC 010 099

Helm, June

The Indians of the Subarctic, A Critical Bibliography.

Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 76

Note—91p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$3.95)

Document Not Available from EDRS.

Descriptors—Alaska Natives, *American History, *American Indian Culture, *American Indians, Athapaskan Languages, *Bibliographies, Cultural Background, Cultural Environment, Cultural Factors, Ethnology, Foreign Countries, Newsletters, Newspapers, Politics, Primary Sources, Reference Materials, Religion, Secondary School Students, Social History, *Socioeconomic Background, Tribes Identifiers—Canada, *Subarctic Regions

The present volume is a strong reminder that culture areas exist in their own right, sprawling across national or tribal territories, and that the range of culture includes more than survival traits. The Indians of the Subarctic have adapted to a physical habitat that imposes taxation in terms of time and energy far beyond the demands of most national governments, but they have preserved universal human qualities of thought and feeling as they found their particular species niche in the natural habitat. Ethnology here must stay within the narrow bounds set by ecology, yet even within so strict a compass there is variation and imagination. This bibliography cites 272 sources and studies in an essay format. The essay is organized by subheadings: basic reference works (identifications and classifications); major ethnographies; prehistory; histories and historical materials; Indian accounts and personal histories; contemporary conditions; Native newsletters and newspapers; traditional Indian culture and society; language; and bibliographies and series. An alphabetical list of all works cited is included. All citations in the essay are keyed by means of bracketed numbers to the more complete information in the list. Preceding the list are two sets of recommended titles—one for the beginner and the other for a basic library collection. Works suitable for secondary school students are denoted by asterisks in the alphabetical list. This book can be useful to both beginning students and advanced scholars. (Author/NQ)

ED 144 749 RC 010 100

Tanner, Helen Hornbeck

The Ojibwa, A Critical Bibliography.

Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NEAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 76

Note—79p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$3.95)

Document Not Available from EDRS.

Descriptors—*American History, *American Indian Culture, American Indian Languages, *American Indians, Anthropology, Area Studies, *Bibliographies, Cultural Background, *Cultural Factors, Ethnology, Land Settlement, Life Style, Primary Sources, Reference Materials, Religious Factors, Social History, Tales, Treaties, *Tribes Identifiers—Chippewas, *Ojibwas

Intended as a guide to reliable sources and studies on the Ojibwa people, this bibliography cites 275 sources published between 1778 and 1975. The survey of the literature on this extensive tribe is especially valuable for sources relevant to certain much-argued issues in anthropology and history. One of these is the nature of a tribe—what are the criteria that distinguish a tribe from a band or a clan? How does a tribe preserve its identity after changing its name and migrating from the territory with which it has been identified? How does it establish a recognized claim to live and govern in a new territory? The problems with the nomenclature for the Ojibwas is rich in object lessons for the study of other

tribes also. This bibliography is in an essay format. The essay is organized by subheadings: the accounts of travelers and explorers, missionaries and their missions, regional studies, anthropological contributions, language and tradition, the portrayal of Ojibwa life, treaties and claims cases, and sources for advanced research. An alphabetical list of all works cited is included. All citations in the essay are keyed by means of bracketed numbers to the more complete information in the list. Preceding the list are two sets of recommended titles—one for the beginner and the other for a basic library collection. Works suitable for secondary school students are denoted by asterisks in the alphabetical list. This book can be useful to both beginning students and advanced scholars. (Author/NQ)

ED 144 750

RC 010 101

Heizer, Robert F.

The Indians of California, A Critical Bibliography. Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 76

Note—70p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$3.95)

Document Not Available from EDRS.

Descriptors—American History, *American Indian Culture, *American Indians, Anthropology, Area Studies, *Bibliographies, Cultural Factors, *Culture Conflict, Ethnology, Individual Power, Land Settlement, Nonreservation American Indians, Race Relations, Religious Factors, Reservations (Indian), Social History, *Sociocultural Patterns, Tribes, *United States History, Urbanization, Western Civilization
Identifiers—*California

Everything ever written, or to be written, about the American Indians of California is in some way a record of the history of these people. A full bibliography of California Indian history, therefore, would run to a volume of substantial size. This bibliographical essay is a guide to some works of basic importance for introducing the reader to the subject. Titles selected are from a list about four times as large. The 193 citations pertain to the Indians of California as a whole as well as of individual tribes. Published between 1846 and 1976, the materials review their history from aboriginal times to the present and discuss the varied effects of Spanish, Mexican, and United States expansion against tribes who were also varied in their aboriginal cultures. The essay is organized by subheadings: the study of Indian civilization, Native world view, demography, Indian-white relations to 1870, the reservation period and urbanization, and Indians and the law. An alphabetical list of all works cited is included. All citations in the essay are keyed by means of bracketed numbers to the more complete information in the list. Preceding the list are two sets of recommended titles—one for the beginner and the other for a basic library collection. Works suitable for secondary school students are denoted by asterisks in the alphabetical list. Also listed are 17 artifact, manuscript, and pictorial repositories. This book can be useful to both beginning students and advanced scholars. (Author/NQ)

ED 144 751

RC 010 102

Iverson, Peter

The Navajos, A Critical Bibliography. Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 76

Note—65p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$3.95)

Document Not Available from EDRS.

Descriptors—American Indian Culture, *American Indians, *Bibliographies, Cross Cultural Studies, Cultural Background, Economics, Education, Government (Administrative Body), Health, Individual Power, Navaho, Newspapers, Reference Materials, Religious Factors, *Social History, Social Structure, Socioeconomic Influences, *Tribes
Identifiers—*Navajos

Perhaps the most significant issue in the history of the Navajos is the tribe's success in maintaining its traditional culture while adapting to the massive pressures of Euramerican society. Few tribal groups have had to contend with as many and as diverse cultural and political competitors for as long a period of time as have the Navajos—Spain, Mexico, the United States, Catholic and Protestant missions, uprooted Indian communities striving for territory, all have pushed and pulled Navajos more or less visibly since the middle of the sixteenth century. Acculturation never ceased, and today the tribe's culture shows reminders of its eventful history. Yet that culture is still unmistakably distinct and individual. This bibliographical essay cites 189 sources and studies on the Navajos. The essay is organized by subheadings: basic texts and studies, bibliographies, Navajo accounts and documents, newspapers and newsletters, origins and early history, the Long Walk Era, the stock reduction era and contemporary history, social organization and language, government and law, education, economy, and health and religion (the provision of harmony). An alphabetical list of all works cited is included. All citations in the essay are keyed by means of bracketed numbers to the more complete information in the list. Preceding the list are two sets of recommended titles—one for the beginner and the other for a basic library collection. Works suitable for secondary school students are denoted by asterisks in the alphabetical list. (Author/NQ)

ED 144 752

RC 010 103

Doherty, Henry F.

Native American Historical Demography, A Critical Bibliography.

Newberry Library, Chicago, Ill. Center for the History of the American Indian.

Spons Agency—Ford Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 76

Note—96p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$3.95)

Document Not Available from EDRS.

Descriptors—American History, American Indian Culture, *American Indians, Ancient History, *Bibliographies, Case Studies, *Demography, Diseases, Human Geography, Latin American Culture, Mexicans, *Population Trends, *Sociocultural Patterns, Tribes

The bibliographical essay deals with the vital question of the capacity of American Indian communities to grow and prosper before they were introduced to European technology. Traditionally, scholars have assumed that aboriginal Indian populations were very small, and that their smallness proved their inability to cope with the natural environment. This bibliography cites 217 sources and studies that show much larger pre-Columbian populations than have hitherto been suspected. The materials, published between 1872 and 1976, are organized by subheading: peopling the continent; proto-historic population; history of epidemics; endemic diseases, warfare, and famine; depopulation trends; population recovery; demographic case studies; and enumerations. An alphabetical list of all works cited is included. All citations in the essay are keyed by means of bracketed numbers to the more complete information in the list. Preceding the list are two sets of recommended titles. The first is a list of five items for the beginner; the second is a group of 22 volumes that constitute a basic library collection. Works suitable for secondary school students are denoted by asterisks in the alphabetical list. This book can be useful to both beginning students and advanced scholars. (Author/NQ)

ED 144 753

RC 010 104

Campbell, Dan

An Environmental Handbook of the Marble Area. Colorado Outward Bound School, Denver.

Pub Date [74]

Note—49p.

Available from—Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Climatic Factors, *Ecology, Environmental Education, *Geographic Regions, Geography, *Geology, *Guides, *Outdoor Education, Plant Identification, *Recreation, Wildlife Management

Identifiers—*Colorado, Maroon Bells Snowmass Wilderness Area

The Elk Range located in the very center of the Colorado Rocky Mountains is described in this guide to the Maroon Bells-Snowmass Wilderness Area. Near the ghost town of Marble, Colorado, this wilderness area is described as 66,000 acres 150 miles outside Denver encompassing 25% of all established wilderness in Colorado, 130 miles of marked trails, and the largest number of 14,000 foot peaks of any comparable area of Colorado. Information relative to outdoor and environmental education is presented as follows: geology; weather; principles of ecology; life zones; animals; historical impact of man; the current day (sheep grazing in the Wilderness Area and the use of poisoned bait to kill off sheep predators, ski area expansion, and future problems); Outward Bound's use of the Wilderness Area (a wilderness code). Also included is an appendix which presents: information re: the recognition of common trees; a checklist of common wildflowers; an animal checklist; and a list of natural foods. (JC)

ED 144 754

RC 010 105

Walsh, Victor Golins, Gerald

The Exploration of the Outward Bound Process.

Colorado Outward Bound School, Denver.

Pub Date [76]

Note—38p.

Available from—Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement, Activities, Adjustment (to Environment), Affective Objectives, Cognitive Objectives, Conflict Resolution, *Definitions, *Educational Methods, *Educational Objectives, Environmental Education, *Learning Processes, Learning Readiness, *Outdoor Education, Physical Environment, *Problem Solving, Psychomotor Skills, Social Environment

Identifiers—*Outward Bound

Directed at the inquiring practitioner, this paper defines the Outward Bound (OB) process; presents a summative schema of that process; and provides examples of process application. The OB process definition encompasses the following: the learner must demonstrate motivational readiness (appropriate manifestations of willingness and ability to share sentiments) before he is placed in a unique physical environment (outdoors or other contrasting with the learner's home environment) and a unique social environment (a ten-man or primary group affording opportunity for group consciousness/objective, autonomy/individuality, conflict/resolution, and reciprocity). The group is then given a characteristic set of problem solving tasks (prescriptive/organized, incremental/sequential/progressive, concrete/recognizable, manageable/solvable, consequential/worthwhile, holistic/complementary utilization of affective, cognitive, and psychomotoric domains); a state of adaptive dissonance is then produced (adapting includes succumbing, coping, or thriving). Thriving means mastery and mastery will be accomplished when the learner is motivationally ready, alert in a novel environment, bolstered by a supportive primary group/instructor, and presented problems which are structured to facilitate mastery. Mastery results in the reorganization of the learner's experience in terms of meaning (self-awareness, self-esteem, and belongingness) and direction (repeated "modeling" of problem solving behavior) that, hopefully, will facilitate an "outward bound" orientation to living and learning. (JC)

ED 144 755

RC 010 106

Coward, Raymond T. And Others

Rural Family Development: A Delivery System for Social Programs.

Pub Date Aug 76

Note—16p.; Paper prepared for the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activities, *Change Agents, *Cooperative Planning, Educational Objectives, Educational Planning, *Family (Sociological Unit), Family Counseling, Interaction, Intervention, Low Income, *Models, *Needs Assessment, Program Descriptions, Rural Development, Rural Education, *Rural Population
Identifiers—*World Congress of Rural Sociology (4th)

The Family Assessment and Goal Establishment Model (FAGEM) draws its major impetus and structure from recent writings and trends in education, social planning, and family counseling. Built on a series of related premises addressing rural low income family needs, FAGEM can be reduced to four operational program delivery phases which include the following objectives and activities: Individual Family Needs Assessment (working in cooperation with the change agent, the family identifies and prioritizes its needs; at the conclusion of this phase, the primary needs of the family should be established and a trust relationship should be developed between the change agent and the family); Goal Establishment (the family and the change agent establish short-term, realistic goals and establish the basis for the initial delivery of educational services); Intervention (the change agent either makes effective referrals to other community resources when goals are established which are beyond the scope of the program or require more training than the change agent has received or utilizes the training received to deliver a personalized family life education program designed to address the established goal); Family Needs Reassessment (the family and the change agent reassess family needs in terms of progress toward the goal, other needs which have emerged as the relationship between the change agent and the family has become more intimate, and the change agent's personal assessment of the family's needs; this should lead to further establishment of goals and FAGEM recycling or termination). (JC)

ED 144 756 RC 010 108

Fay, Keith L.

Developing Indian Employment Opportunities.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date [76]

Note—273p.; Some parts may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Acculturation, *Agency Role, *American Indians, Capital, *Case Studies, *Employment Opportunities, Federal Government, Income, *Industry, Investment, Program Development, *Reservations (Indian), Tribes
Identifiers—*Bureau of Indian Affairs, Industrial and Commercial Development Program

In an effort to evaluate the effectiveness of the Bureau of Indian Affairs' (BIA) Industrial and Commercial Development Program (ICDP), 3 firms for each year during the period 1965-71 were selected (by largest employer, smallest employer of over 10 but not less than 25, and random sample) for case study examination. Data relating to landmark legislation, development of employment programs for Indians, establishment of reservation-located industry, and tribal and individual income and ownership were derived from BIA reports, tribal and Federal government records, periodicals, books, unpublished governmental documents, other unpublished studies and reports, and two questionnaires administered to tribal officials upon whose reservations industries were located and the employees working in reservation-located firms. Research methods included historical, comparative, empirical, analytical, and statistical treatment. Results indicated: income opportunities for reservation Indians had vastly improved in the years studied and ICDP income had substantially increased; the BIA/ICDP had been a strong factor in promoting the establishment of industrial/commercial entities on reservations; many of the reservation firms were labor intensive and until recently were non-Indian owned; lack of investment capital had been a major deterrent in developing individually and tribally owned firms; Indian employee work acculturation was improving; the rate of ICDP closures had been higher than the national average; there were still some intratribal conflicts impeding progress. (JC)

ED 144 757 RC 010 109

Palmer, Bonnie E. Pablo, Sally Giff

Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Clearinghouse for Research in Child Life.

Pub Date 17 Apr 77

Grant—90-C-600

Note—13p.; Paper presented at the Annual National Conference on Child Abuse and Neglect (2nd, Houston, Texas, April 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, Change Strategies, *Child Abuse, Community Cooperation, *Community Development, Community Resources, Conference Reports, Cultural Awareness, Federal Government, Interagency Coordination, Methods, *Neglected Children, Objectives, *Prevention, Program Descriptions, *Reservations (Indian), Tribes, Values
Identifiers—Arizona, Native Americans

Summarizing discussions held during the Second Annual Child Abuse/Neglect Conference (Houston, 1977), this paper presents the following: the historical background of the special legal relationship between the Federal and tribal governments; current tribal-state relations (emphasis on state jurisdiction, Bureau of Indian Affairs' services, and the cultural awareness of social service workers); a description of the Arizona Community Development for Abuse and Neglect (ACDAN) project (based on the philosophy that the state's most valuable resource is its people, this project includes 6 planning districts, a \$250,000 annual base budget, and a core of coordinators trained intensively in child abuse/neglect, community assessment, and organizational methods); community development strategy (community development used as a method for establishing statewide resource capability re: child abuse/neglect and operationalized via the objectives of public/professional awareness, need/resource assessment, resource capacity expansion, and coordination of services); ACDAN reservation efforts (service to 17 reservations and 1,200 people via extensive planning supported by a policy of "being available when there is a need"); conclusions (the community development approach is successful because it is consistent with Native American values of cooperation, resource utilization, the extended family system, tribal self-determination, and community collaboration in the community problem solving process). (JC)

ED 144 758 RC 010 110

Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report.

New Mexico Univ., Albuquerque. American Indian Law Center.

Spons Agency—Children's Bureau (DHEW), Washington, D.C. Clearinghouse for Research in Child Life.

Pub Date 1 Jul 77

Contract—HEW-105-76-1131

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*American Indians, *Child Abuse, Discussion (Teaching Technique), Laws, *Legal Education, Neglected Children, Post Testing, Pretesting, *Reservations (Indian), Role Playing, *Training Objectives, *Training Techniques, Tribes

Chosen on the basis of geographic location, population, economic status, and land base size, 10 American Indian reservations received a 5-day training session and a 3-day follow-up session re: juvenile law as it pertains to child abuse and neglect. An American Indian Law Center staff attorney assisted by a law student conducted the training sessions which involved a combination of pre- and post-testing, lecture and discussion, slide presentations, extensive role playing, and use of a manual based on the Model Children's Code. The final day of the training session was devoted to instruction geared to the results of the post-test given on the fourth day. Each group was invited to decide the type of technical assistance the follow-up session would provide. Follow-up results varied from groups on the Rocky Boy's, Warm Springs, and Standing Rock reservations opting to write the first draft of a new juvenile code for their tribes to Fort Berthold's initiation of a new group called the Family Service Team whose objectives included providing counseling to children and parents on family problems, assisting police and social welfare personnel in securing crisis shelter placement, providing educational services, reporting suspected abuse and neglect, and preparing a resource directory. Evaluation of the training sessions suggested the 5 days should be changed to 3, the role playing was invaluable, the

follow-up requires 2 trainers, and there should be additional training geared to specific groups (e.g., judges). (JC)

ED 144 759 RC 010 111

Libaw, Frieda, Comp. And Others

Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.

Native American Consultants, Inc., Arlington, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 25 Mar 77

Contract—DL-20-51-76-53

Note—227p.; The N.A.C.I./Compenetics Interview Guide may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Ancillary Services, Annotated Bibliographies, Educational Objectives, *Employment Programs, Film Production, Followup Studies, Job Development, Job Placement, Literature Reviews, *Manpower Development, *Models, *Nonreservation American Indians, Program Descriptions, *Program Evaluation, Recruitment, Training, *Urban Areas
Identifiers—*Comprehensive Employment Training Act Title III

Consolidating 1976 survey findings re: the 10 Comprehensive Employment Training Act (CETA) Title III Urban Indian Prime Sponsors, this document focuses upon the development of 4 CETA models aimed at CETA objectives and providing background information for development of CETA films to train Prime Sponsor staff. Based on site visit interviews and responses to a standardized questionnaire, the evaluation of the Prime Sponsors (Dallas, Wichita, Los Angeles, Phoenix, Portland, Seattle, Bismark, Buffalo, Minneapolis, and Boston) reflects the need for management training procedures and techniques among the staff of Prime Sponsors. Results of a literature search of two computerized data bases for the period 1972-76 are analyzed in terms of the development of the 4 CETA models (an annotated bibliography of the 67 documents found to be of value is appended). The four models are identified as: (1) Outreach and Recruitment; (2) Training, Employment, and Support Services; (3) Job Development and Placement; and (4) Follow-Up. A proposed plan for Phase II of the CETA Urban Indian Prime Sponsors is also included (a tabulated time-line is presented for Phase II development of the films). (JC)

ED 144 760 32 RC 010 112

Inskip, George B., Comp.

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 76

Note—115p.; For related document, see ED 113 107; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Ancillary Services, Bilingual Education, Career Exploration, Community Involvement, Educational Objectives, *Educational Programs, Evaluation Criteria, Inservice Teacher Education, *Migrant Child Education, On Line Systems, Parent Participation, *Program Content, Program Development, *Program Effectiveness, Program Evaluation, Program Validation, Staff Utilization, *State Programs, Summer Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Migrant Student Record Transfer System, *Pennsylvania

Designed to meet the children's academic, vocational, and social needs, Pennsylvania's migrant programs served 1,393 children during 1976. Social workers, local ministers, project staffs, and the Migrant Student Record Transfer System (MSRTS) office staff at Millersville identified and recruited the children. School records were used to identify 5-year migrants. In many programs, designed to allow flexibility in the placement of children as they progressed, children were grouped by needs, and classrooms were un-

graded. All programs were specifically designed as summer programs that emphasized instruction that enhanced learning experiences in regular school. Program effectiveness was determined during a 3-day visit to each program by an evaluation team who used evaluative criteria based on the 11 national goals for migrant education and the objectives listed in the project application. Overall the programs were effective in meeting the various objectives. This report presents the evaluation summaries of the State and the individual projects, the 11 national goals of migrant education, and excerpts from the application for 1977 funds. Included is information on the Puerto Rico and Pennsylvania Liaison Officer, program development, Migrant Teacher/Parent Resource Center, Lincoln Intermediate Unit Pilot Program in Career Exploration, Pennsylvania Model Migrant Project Drop-Out Prevention, Pennsylvania Reading Assessment Test, Totline Tidbits for Parental Development, and Pennsylvania Migrant Education Workshops. (NQ)

ED 144 761 RC 010 113

Brown, David L.

Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.
Pub Date 7 Feb 77

Note—27p.; Paper presented at the Annual Symposium on Child Development and Family Studies (2nd, Lafayette, Indiana, February 7, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Birth Rate, Blacks, Caucasians, *Demography, *Family Structure, Females, Futures (of Society), *Marital Instability, Migration, Racial Differences, *Rural Urban Differences, *Social Change, *Working Women

Despite pervasive and far-reaching changes in the institution of the family in this century, demographic data suggest not a breakdown of the American family; rather, significant change has occurred in its structure and function. Timing of family formation and childbearing, household size and living arrangements, marital stability (including racial differences), and labor force status of married women are sociodemographic indicators that describe changes both in rural and urban areas. Comparing profiles of family characteristics from 1950 to 1970 indicates that urban-rural differences in family structure persist. Rural people still marry earlier than urban counterparts, have more children, and live in larger households. Fewer rural women participate in the labor force, and fewer rural marriages end in divorce. However, changes affecting urban families also affect rural ones and the recent turnaround between population growth in urban and rural areas holds important implications. For urban and rural areas, marriage age has increased, current fertility and household size are down, divorce rate is up, and women's participation in the labor force has grown. In general, the proportion of life spent outside a family unit is growing, child care increasingly falls to third parties, and the husband-wife relationship is more egalitarian. Yet, most people eventually marry, and most children are raised in husband-wife families. (RS)

ED 144 762 RC 010 115

Sharda, Bam Dev Elder, Joseph W.

Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.

Pub Date 25 Aug 75

Note—32p.; Paper presented at the Annual Meeting of the American Sociological Association (70th, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, *Comparative Analysis, Foreign Countries, Males, *Models, *Occupations, Parental Background, *Rural Urban Differences, *Status

Identifiers—Blau (Peter M), Cross National Studies, Duncan (Otis Dudley), *India, Standard International Occupational Prestige Scale, *United States

Status attainment processes of the experienced civilian labor force of rural India and rural United States were analyzed by using the Blau-Duncan model, for the first time employing that model to compare rural sectors of an agrarian

society with those in an industrial society. United States data were obtained from the 1962 Occupational Changes in a Generation Survey; Indian data were obtained from the 1962 Census of India Village Survey studies of three states. The comparison was limited to male respondents 20 to 64 years old. Treiman's Standard International Occupational Prestige Scale was used to measure occupational status. Because of lack of data from the India sample, the variable of father's education was eliminated from the basic Blau-Duncan model. Using path analysis, results were obtained for the total sample as well as for different age cohorts. Results showed education was relatively unimportant in the rural Indian occupational structure but relatively important in the US structure. The largest direct effect on current occupation in both societies was from the respondent's previous occupation (India) or first job (US). Effect of the third variable, father's occupation, on current occupation was more important in India than in the US. (RS)

ED 144 763 RC 010 116

Picou, J. Steven Howard, William G.

Motivational Determinants of Status Aspirations: Comments on Sex Variations.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; TAES-H-2893; USDA/CSRS-S-81

Pub Date Apr 76

Note—36p.; Paper presented at the Annual Meetings of the Southwestern Sociological Society (Dallas, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Aspiration, Caucasians, High School Students, *Occupational Aspiration, Parents, Peer Groups, *Rural Urban Differences, Seniors, *Sex Differences, Sex Role, *Socialization, *Social Reinforcement, Social Status, Teachers

Identifiers—*Louisiana

The impact of sex-role socialization on career-related status orientations was examined in an attempt to specify, by sex, differential reference group influence and motivational variations. Data were derived from a larger data-set on mobility and achievement orientations of a random sample of 1970 senior students stratified according to residence of school (urban-rural), size of senior class, race, and school type. This study was limited to information on white males (N=1,221) and females (N=1,241). Regression models were used to test a series of research hypotheses developed from sex-role socialization literature. Covariance analysis assessed both main and interaction effects of sex. The empirical findings supported the general theme of sex-role socialization, showing that males received more college encouragement and achievement training from parents and had more materialistic orientations than female counterparts. Though low status achievements characterized females who received minimum amounts of parental and peer encouragement to go to college and who had low academic performance and parental achievement training, no similar male trend was observed. While personal competitiveness positively influenced male status orientation, it played no role for the female. However, females with a strong materialistic orientation tended to have higher status education orientations than males. (RS)

ED 144 764 RC 010 117

Colorado Outdoor Education Center Teacher's Field Guide.

Colorado Outdoor Education Center, Inc., Florissant.

Pub Date 75

Note—184p.

Available from—Colorado Outdoor Education Center, Florissant, Colorado 80816 (\$8.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, American History, American Indian Culture, Conservation (Environment), Course Content, Creative Activities, Cultural Exchange, *Curriculum Guides, Discovery Learning, Ecology, *Environmental Education, *Environmental Research, Geology, Grade 6, High School Students, Human Geography, Interdisciplinary Approach, Learning Activities, Life Style, Multisensory Learning, Nature Centers, *Outdoor Education, *Trails

Identifiers—*Colorado, *Colorado Outdoor Education Center, Experiential Learning

The Colorado Outdoor Education Center aims to educate the total person by offering programs which help each individual to gain a sense of the earth, of community, and of self. At High Trails the students are brought into direct contact with nature, utilizing small groups and emphasizing direct experiences. The integrated, multi-disciplinary curriculum presents concepts of ecology, conservation, life and physical sciences along with the more traditional subjects of math, history, and creative writing and expression. Students from all areas of Colorado Springs, representing varied backgrounds and life styles, live together during their week at High Trails. Although High Trails is a program for 6th graders, 36 high school students are involved each week to give them the opportunity to work with students from all schools on a non-competitive basis. This guide presents the curriculum for the week-long stay at High Trails. Topics include the history, ecology, and geology of the Ute Pass; the earth's geological development; the evolution of plant and animal life on earth; the wonders of life on earth and the attitudes that must be developed in order to maintain our planet; problems faced in a less technological society and solutions based on cooperative efforts; the interconnection between the life styles of the American Indians, pioneers, trappers, homesteaders, woodsmen, prospectors, and cowboys and those enjoyed today; and individual expression and interpretation of individual and group feelings, emotions and relationships. (NQ)

ED 144 765 95 RC 010 120

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

Detroit Lakes Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 11 Jul 77

Note—29p.; Photographs may not reproduce well
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Education, *American Indians, *Cultural Activities, Cultural Awareness, Elementary Secondary Education, *Needs Assessment, *Occupational Information, Parent Participation, Program Costs, Program Development, *Program Evaluation, School Community Cooperation, School Personnel, *Student Evaluation, Summative Evaluation, Tutoring

Identifiers—Detroit Lakes Public Schools MN, Indian Education Act 1972, *Minnesota (Detroit Lakes)

During the 1976-77 school year, the program's priorities were (1) to hire a Home School Coordinator to provide counseling services for the child and to be a liaison between the school and the home; (2) to hire Instructional Aides to work closely with the teacher providing any type of assistance which would make school easier and more enjoyable for the Indian student; (3) to hire a certified teacher/tutor to work in the junior high school tutoring students having difficulty in math and reading; and (4) to strengthen the curriculum with the introduction of a Cultural Heritage Program. A needs assessment was made of all students in September and again in May. Based on teacher judgement, teachers rated students on their performance in reading and math, work habits, classroom behavior, and adjustment to the learning environment. The second annual Indian Day was presented by the Title IV program and members of the junior and senior high First American Clubs. The Local Indian Education Committee (LIEC) cooperated with the local Library Board to provide the Indian Images Mobile Gallery, and sponsored the mobile art exhibit from the Minneapolis Institute of Art. Among the activities for the coming year will be a review and revision, where necessary, of the LIEC's Constitution and By Laws. This report summarizes the activities completed through the program, provides some comments made by area students concerning the mobile gallery and art exhibit, presents the needs assessment and testing information, and presents the LIEC's Constitution and By Laws. (NQ)

ED 144 766 RC 010 121

Miller, Harry L.

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.

Pub Date 77

Grant—NY-LEA-0849A

Note—12p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Education, *American Indians, *Cultural Awareness, Cultural Education, *Educational Objectives, *Educational Programs, Intercommunication, Intergroup Relations, Occupational Guidance, *Program Content, *Program Evaluation, Resource Centers, Tutorial Programs

Identifiers—*New York (New York)

The program's long-range purpose was to enhance the Native American student's self esteem, and hence improve his ability to take advantage of opportunities in education and career development. Specific objectives were to develop in Native American students a strong sense of their heritage and culture; to operate an informational resource center for the use of Native American students and for teachers and others seeking curriculum materials on culture and history; to provide informational, tutorial and guidance services to assist Native American students to enter more career fields and to reduce the number of dropouts; to promote significant growth in basic English and mathematics skills as well as in other academic areas when needed; and to increase interaction and communication among Native American groups in New York City. The program was evaluated as to the degree to which each objective was achieved. Among the recommendations given were that during the coming year some effort be made to clarify with parent groups, children, and others what the program objectives should be, the priority among them, and how much program effort should be devoted to each; and accepting, as given, the problems posed for measurement by the Native American oral tradition and fear of testing, a number of substitute measures can, and should, be developed, i.e., in the tutoring program, the use of specific performance goals set by the tutor and the student, and more systematic record keeping in the resource center. (NQ)

ED 144 767 95 RC 010 123

Yazze, Nora, Ed.

American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 77

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Advisory Committees, *American Indians, Criteria, Educational Research, *Educational Resources, *Information Centers, *Information Dissemination, Information Utilization, *Needs Assessment, Selection, Subject Index Terms, Use Studies

Identifiers—*American Indian Task Force for ERIC CRESS, ERIC, ERIC Clearinghouse on Rural Educ and Small Schools

The American Indian Task Force for the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) was established in 1976 to aid CRESS in serving the users of American Indian educational materials. Comprised of 11 authorities in the field of Indian education, the Task Force met twice over a period of a year during which time it cooperated with ERIC/CRESS in an advisory capacity to facilitate collection and dissemination efforts; select Indian educational resource materials; develop more effective means for use of the system by Indian people and other practitioners; develop and expand communication channels for positive working relationships with Indian resource and education centers, communities, educators, and programs; and develop information analysis products. The Task Force generated some specific recommendations regarding guidelines for preferred identifier/descriptor usage in the indexing of Indian documents; improvement of the user services methods and facilities (training, workshops, field liaison, mini-libraries, linking relationships, educational materials announcements, surveys, etc.);

development of information analysis products which meet the needs of Indian peoples (packaged products, selection criteria, product review, utilization of Indian artists for cover designs, and a subject list); promotion of Indian-authored copyrighted materials. (JC)

ED 144 768

RC 010 125

Cotera, Martha P.

The Chicana Feminist.

Pub Date 77

Note—68p.

Available from—Information Systems Development, 1100 East 8th, Austin, Texas 78702 (\$4.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Cultural Background, *Cultural Context, Cultural Images, *Females, *Feminism, Identification (Psychological), Intergroup Relations, Life Style, Mexican American History, *Mexican Americans, Political Power, Racism, Role Conflict, Role Perception, *Sex Role, Sex Stereotypes, *Social History, Social Status, Sociocultural Patterns, Speeches

Identifiers—*Chicanas, Texas

Presented in this publication are seven essays and public presentations, prepared for Chicana feminist activities and events during the period 1970 to 1977, titled: "Our Feminist Heritage", "When Women Speak: Our Feminist Legacy", "Chicanas and Power", "Feminism As We See It", "Roles", "Identidad", and "Among the Feminist: Racist and Classist Issues". These discuss important events in Chicana feminist history since the 1800's to the present (both in Mexico and the United States); the cultural patterns and tradition of strong women which prove that Chicanas have a long, beautiful history of Mexicano/Chicano feminism which is not Anglo-inspired, imposed, or oriented; Chicanas' participation in the public life of the State of Texas and the nation; the role of the women in the Chicano Movement Politics, and some background on the development of women in the struggle; the multiplicity of roles enjoyed by Chicanas within their cultural tradition and historical context; the Chicanas' identity-searching for an identity, Hijos de la Chingada, identifying themselves with an objective, factionalism, social consciousness, women in politics, La Malinche, intermarriage and identity, and becoming feminist; and racism, sexism and classism—politics, herstories and images, institution building, classism in the ranks, and sexism vs. racism. Included is a bibliography which cites 123 items pertaining to history, philosophy and literature, politics and feminism, and social conditions. (NQ)

ED 144 769

RC 010 126

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions.

InterAmerica Research Associates, Washington, D.C.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date 28 May 76

Contract—B5B-5496

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Agricultural Laborers, Ancillary Services, Delivery Systems, Demography, Economic Development, Employment Programs, Federal Programs, Interagency Coordination, Labor Legislation, Manpower Development, Migrant Education, Migrant Employment, Migrant Health Services, Migrant Housing, Migrant Problems, *Migrant Workers, *Needs Assessment, *Seasonal Laborers, Social Services, *Socioeconomic Influences

Identifiers—*Comprehensive Employment and Training Act

From August 1975 to January 1976, a study was conducted to provide an assessment of the migrant and seasonal farmworker situation. Inquiry was along the topic divisions of demographics, employment and manpower, housing, education, health, supportive services, economic development, Comprehensive Employment and Training Act (CETA) 303 and other manpower training programs, and legislation. Data were obtained via a literature review; nine conferences held throughout the country to solicit geographic information; a national questionnaire survey of respondents who were conversant with farm-

worker affairs; and a telephone survey to supplement primary data and to identify service deliverers and extent of service to farmworkers at the state and local levels. The principal finding was that while there have been marginal improvements or deteriorations in the situation of these farmworkers, their situation remains substantially unchanged in the last two to five years. Farmworkers remain locked in a cycle of poverty and agricultural work, guaranteeing the presence of a substantial number of these workers well into the future. Further, they remain members of a population that is relatively small, and often spurned and ignored despite their direct contribution to the agricultural productivity of the nation. Recommendations were formulated in the areas of CETA, health, education, housing, supportive services, and economic development; and consisted of proposed studies, program or policy changes, new programs or policies, redirected efforts, and coordination of services. (NQ)

ED 144 770

RC 010 127

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings.

InterAmerica Research Associates, Washington, D.C.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date 28 May 76

Contract—B5B-5496

Note—451p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Laborers, Ancillary Services, Court Cases, Demography, Directories, Economic Development, Educational Programs, Employment Programs, Family Characteristics, Federal Programs, Labor Legislation, Manpower Development, Migrant Education, Migrant Employment, Migrant Health Services, Migrant Housing, *Migrant Workers, Migration Patterns, *Needs Assessment, Questionnaires, Racial Composition, Rural Education, *Seasonal Laborers, Social Services, *Socioeconomic Influences, State Programs, Unemployment

Identifiers—Comprehensive Employment and Training Act, NAACP Western Region v Brennan

An immediate assessment of the migrant and seasonal farmworker situation was conducted between August 1975 and January 1976. The assessment described the elements affecting these farmworkers; discussed current and projected changes in migration patterns; analyzed the effects of inflation and of changes in agricultural demand and production on these farmworkers; identified levels and kinds of services delivered by state and local public agencies to migrants; described the size and characteristics of this farmworker population; identified Federal legislation and policies affecting migrants; and analyzed attitudes affecting migrant and seasonal farmworkers. This report presents data pertaining to demographic studies of farmworkers; income; age and family size; racial/ethnic composition of the work force; agricultural mechanization; regional unemployment; inflation and farmworker buying power; manpower training and educational services; supportive services under Comprehensive Employment and Training Act (CETA); labor legislation excluding farmworkers, incidentally covering farmwork, and specifically concerning farmworkers; major legislation and social programs under which farmworkers receive benefits; availability of health care; migrant in-stream and home base housing; seasonal farmworker housing; necessity and inaccessibility of services; social programs; and economic development. Appendices include the CETA Title III-303 Grantee Directory, Migrant Health Directory, Migrant Health Project reporting requirements, and the court order in the NAACP vs Peter J. Brennan case. (NQ)

ED 144 771

RC 010 133

Fulham, Stanley A.

In Search of a Future. 3rd Edition, November 1976.

Manitoba Metis Federation, Winnipeg.

Pub Date Nov 76

Note—106p.

Available from—Manitoba Metis Federation Press, 300 - 275 Portage Avenue, Winnipeg, Manitoba R3B 2B3 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Canada Natives, Counseling, Curriculum Development, *Delivery Systems, Economic Development, Financial Support, Futures (of Society), Housing, *Interagency Coordination, Job Development, *Rural Development, *Rural to Urban Migration, Skill Development, *Social Services

Identifiers—*Manitoba, *Manitoba Metis Development Corporation

Describing the increasing numbers of Canada Natives who must reconcile the conflict arising from the economic necessity to migrate and the emotional necessity to stay in Manitoba's rural areas, this book identifies the following problems facing the rural to urban Canada Native migrant: lack of adequate housing; lack of finances; deficiency in skills and education; discrimination; lack of information; lack of preparation for urban living; lack of confidence and a good self-concept; lack of group identity; confusion due to the fragmentation of social services; and an ideological gap established between white and Native cultures. Recommendations for alleviating these problems center on a comprehensive delivery system for the Native migrants which would include preventive and remedial action in rural areas to be achieved through local community leaders working in conjunction with a provincial network. Recommendations regarding specific measures include development of: counseling services (housing, school, environmental adjustment, government assistance, home management, sports, recreation, and culture); a distress fund to provide for emergencies; Native-sensitive teacher training programs, textbooks, and curricula; special housing assistance; a coordinating agency for Native programs to consist of designated Federal and Provincial members; job options via indoctrination of private industry; existing rural communities (rural development) to deter migration; and promotions for the Manitoba Metis Development Corporation. (JC)

ED 144 772 95 RC 010 134

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Contract—400-75-0025

Note—257p.; For related document, see ED 125 808

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-58, \$10.00)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—*Abstracts, Adult Education, *Annotated Bibliographies, Citation Indexes, Developing Nations, Extension Education, *Periodicals, Program Descriptions, Program Evaluation, Program Guides, *Rural Areas, *Rural Development, *Rural Education, Rural Population, Rural Schools, Rural Urban Differences, Rural Youth, Subject Index Terms, Vocational Education

Identifiers—*World Congress of Rural Sociology (4th)

Compiled to provide access to some of the latest resource materials, research findings, and/or developments in rural education, this bibliography supplements seven previous publications, providing cumulative coverage. Section I of this supplement contains 180 citations and abstracts taken from the April 1976 through May 1977 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number (ED), publication date, title author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the April 1976 through May 1977 issues of "Current Index to Journals in Education" (CJIE), Section II includes 79 citations which are annotated when necessary. Each CJIE entry includes an ERIC accession number (EJ), publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material is covered (e.g., technical reports, books, program descriptions, guides, annual reports, conference reports, etc.). Sections III, IV, V, and VI present: an RIE and CJIE subject index; a list of previous bibliographies, a list of the 16 ERIC clearinghouses and their areas of expertise; and ordering information. Subject areas

most frequently cited in this bibliography include: vocational education; adult education; developing nations; program descriptions; program evaluation; program guides; rural development; rural education; rural areas; rural population; rural schools; rural urban differences; rural youth; and World Congress of Rural Sociology. (JC)

ED 144 773 RC 010 138

Wahbung - Our Tomorrows.

Manitoba Indian Brotherhood, Inc., Winnipeg.

Pub Date Oct 71

Note—203p.

Available from—Manitoba Indian Brotherhood, 500-275 Portage Avenue, Winnipeg, Manitoba, R3B 2B3, Canada (\$5.00)

Document Not Available from EDRS.

Descriptors—*Accountability, American Indians, *Canada Natives, Economic Development, *Federal Government, Health Services, Housing, Land Use, Law Enforcement, Legal Responsibility, Legislation, *Policy Formation, *Relationship, Reservations (Indian), Social Services, Treaties

Identifiers—Manitoba, *Manitoba Indian Brotherhood, Provincial Government

Providing documentation of past injustices to the Canada Native, this book presents specific recommendations regarding the policies required to better the relationship between two sovereign peoples, the Indian tribes of Manitoba (as represented by the Manitoba Indian Brotherhood) and the Canadian Government. Divided into two major sections dealing with on-going relationships and development areas, this book includes chapters on the following: treaties and aboriginal rights; land; hunting rights; The Indian Act; culture; health and social services; housing; education; social development; legal protection; economic development; and reserve government. The major recommendations are summarized in terms of the membership, responsibilities, policies, and purposes of the following proposed boards and commissions: Local Government Board; Economic Development Board; Welfare Board; Health Services Board; Education Commission; and Police Commission. Additionally, general recommendations are addressed to the church, the private business sector, the Labor Movement, the Cabinet, the Indian-Provincial relationship; and the Federal-Indian-Provincial relationship. The central theme of the recommendations is involvement of Canada Natives in decision making processes which respect their sovereignty; for example, it is recommended that the Government of Canada establish a Ministerial Cabinet Committee with representation of Indian association leaders. (JC)

ED 144 774 RC 010 139

Voss, Paul R. Fuguitt, Glenn V.

Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes.

Pub Date 77

Note—31p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 2-4, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Age Differences, Caucasians, Census Figures, Comparative Analysis, *Migrants, Place of Residence, *Residential Patterns, Rural Nonfarm Residents, Rural Population, Rural Urban Differences, *Sex Differences, Urban Population, *Urban to Rural Migration

Identifiers—*Nonmigrants, *Upper Great Lakes Region

Utilizing 1970 census data on a 45-county area in the northern Upper Great Lakes Region, the following questions were addressed: (1) In what ways do recent migrants to this nonmetropolitan region differ from those "nonmigrants" who resided in the region in both 1965 and 1970? (2) To what extent do the recent migrants from metropolitan counties differ from migrants from other nonmetropolitan counties? (3) Does the origin of migrants influence the character of their location in 1970? The populations represented were 985,000 residents of the region in 1970 who were 5 years or older and had reported U.S. residence in 1965 and a sub-population of 322,000 white heads of households in 1970. Migrants and non-migrants were compared in terms of sex differences, location of residence (urban, rural, rural nonfarm, and group quarters), age differences, and selected characteristics of white household heads. Results indicated that: in-

migrants were considerably younger than the non-migrant residents (due to a higher propensity to migrate among the young in general and due to substantial outmigration among the young of this region); the majority of immigrants had metropolitan origins and urban destinations, although they were attracted disproportionately to rural nonfarm locations (especially the older migrants seeking retirement); a substantial proportion of the immigrants were enumerated in group quarters in 1970, having changed residence to attend an academic institution. (JC)

ED 144 775 RC 010 140

Tatum, Charles M.

A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101.

Society of Spanish and Spanish-American Studies. Pub Date 76

Note—107p.

Available from—Society of Spanish and Spanish-American Studies, Department of Languages and Literature, University of Nebraska, Lincoln, Nebraska 68588 (\$4.99)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Cultural Background, Drama, *Ethnic Studies, Folk Culture, Folk Drama, Language Instruction, Literary Criticism, *Literature, *Mexican Americans, Novels, Poetry, Prose, Short Stories, Social Change

Identifiers—Chicanos, *Chicanos

Designed to aid teachers desiring to establish or expand courses on Chicanos but who lack familiarity with this area, the annotated bibliography cites about 307 books, monographs, journal articles, magazines, and newspapers pertaining to language instruction; linguistics; literature (drama, novel, poetry, and short story); music; art; the Chicana; folklore; audiovisual materials; and literary criticism in general and in drama, poetry, and prose. Materials by Chicano writers who have evaluated and analyzed their own experience and that of La Raza are stressed. In general, the materials were selected on the basis of their potential usefulness and availability. Most of the materials are current and can be obtained directly from the publishers or through libraries, or they appear in popular or professional publications which are readily available. Only occasionally has an item such as an unpublished dissertation been included, and only when other information is in short supply. Each entry includes a summary of the content; the publisher; place and date of publication; pagination; whether it includes an index, bibliography, maps, illustrations, photos, etc.; and whether the text is in Spanish, English and Spanish, or in bilingual form. Entries are numbered consecutively throughout the bibliography. When an entry appears in more than one section, the reader is referred by number to the annotated entry. Four "model courses" are suggested in the appendix. (Author/NQ)

ED 144 776 95 RC 010 141

Fennell, Michael M.

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).

Bloomfield Central School District, East Bloomfield, New York.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date Feb 77

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*American History, American Indian Culture, *American Indian Languages, *American Indians, *Cultural Factors, Cultural Interrelationships, Geographic Location, Human Geography, Individual Power, Land Settlement, Reservations (Indian), *Social History, Tribes, Word Lists

Identifiers—*Algonquians, *Quebec

The paper presents background information on the Algonquians' geographical location, history, Indian status and rights, culture, and language (Algonquin dialects are compared). The Algonquin Bands live in the Province of Quebec in an area known as the Laurentian Shield. In general, these tribes lived much further south. The impetus for the migration north appears to have been the expansion of the Iroquoian tribes out of present day New York State and Pennsylvania. The Iroquoian expansion coincided with the arrival of the Europeans. The basic over-riding assumption of the

European-Indian relationship was that Indians were subject peoples and did not have sovereignty. Two considerations, trade and military affairs, characterized the first two centuries of Indian policy. Algonquian Proper is one of the languages in the large group called Algonquian which geographically was the most extensive language stock in North America. The first Algonquians came to the Bloomfield Central School District in 1945. Originally most of the Algonquians came from Maniwaki, but over the years, the majority have come from further north: Rapid Lake, Grand Lake Victoria, Lac Simon, and Amos. During the pelting season which begins in November and lasts until Christmas or early January, many children come to school in the district. Also a number of families have settled in the area and work on the fur farms and at other jobs year round. The reserves which have sent Algonquian speakers to the school district are Maniwaki, Rapid Lake, Lac Simon, and Amos. (NQ)

ED 144 777 RC 010 142

Lewis, Charles A., Jr.

The Administration of Outdoor Education Programs.

Pub Date 75

Note—83p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$3.95)

Document Not Available from EDRS.

Descriptors—Concept Formation, *Curriculum Development, Definitions, Environmental Education, Financial Support, *Guides, Instructional Materials, Interagency Cooperation, Organization, Orientation Materials, *Outdoor Education, Planning, *Program Administration, *Program Development, Scheduling, Site Selection, *Teacher Orientation

Designed for those interested in the mechanics of establishing outdoor education programs, this text is basically a guide to program development and includes examples of procedures, forms, conceptualizations, etc. Chapters deal with: (1) the contemporary education scene (an overview); (2) the basic concepts of outdoor education (17 concept statements, including the following summation: "Outdoor education is a direct, simple method of learning that extends the curriculum to the out-of-doors for the purpose of learning. It is based on the discovery approach to learning and it appeals to the use of the senses—audio, visual, taste, touch, and smell—for observation and perception"); (3) integrating outdoor education into the curriculum (emphasis on teacher involvement in the planning stages); (4) planning for the use of outdoor education settings (includes a typical schedule for 68 sixth graders as planned for an elementary school at a resident center); (5) establishing an orientation program for teachers (sample themes for learning situations, activity units in social studies and natural sciences, student and teacher handbooks, films, etc.); (6) organizing camps for comparative environmental and ecologic education (social/cultural history of camp property, camp geology, etc.); (7) the logistics of outdoor education; (8) funding through cooperative ventures; (9) planning the development of a national facility concept for outdoor education (the Tennessee Valley Authority's Land between the Lakes project); (10) the Outdoor Education Project (established in 1955). (JC)

ED 144 778 95 RC 010 145

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Contract—400-75-0025

Note—344p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-055, \$12.00)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Biculturalism, Bilingual Education, Bilingualism, *Citation Indexes, English (Second Language), Language Instruction, *Mexican Americans, *Periodicals, Program Descriptions, Sociolinguistics, Spanish, Spanish Americans, Spanish Speaking, Subject Index Terms

A supplement to seven previous bibliographies, the present bibliography provides a guide to the latest resource material, research findings, and/or developments in Mexican American education. Part I of the present bibliography contains 252 citations and abstracts which appeared in the April 1976 through May 1977 issues of "Resources in Education" (RIE). Part II contains 100 journal article citations which appeared in "Current Index to Journals in Education" (CJIE) from April 1976 through May 1977. Entries cover such topics as academic achievement, American Indians, biculturalism, bilingual education, bilingualism, Chicanos, Chicanos, cultural awareness, cultural factors, cultural pluralism, early childhood education, educational television, English as a second language, equal education, ethnic studies, health education, language instruction, language attitudes, Mexicans, minority groups, Spanish, Spanish Americans, reading achievement, sex role, Mexican American history, socioeconomic influences, parent and student attitudes, and teacher education. A combined RIE and CJIE subject index is provided to assist the user in locating citations pertaining to a given subject area. Also included are a list of the previous bibliographies, ordering information, and a list of ERIC (Educational Resources Information Center) clearinghouses and their respective scopes. (NQ)

SE

ED 144 779 SE 022 435

Wint, Dennis M. Kennedy, William R.

Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools.

Pub Date Apr 77

Note—31p.; Paper presented at the annual meeting of the Ohio Academy of Science (Columbus, Ohio, April 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Change Strategies, *Curriculum Development, Educational Research, *Elementary Secondary Education, Environment, *Environmental Education, *Teacher Attitudes

Identifiers—*Ohio, *Research Reports

The purpose of this report was to examine the effectiveness of an innovation model used by the Ohio Department of Education in conjunction with the diffusion of the Environmental Curriculum Adaptation Project. Specifically examined were (1) major factors affecting both successes and failures in the implementation of the environmental curriculum, and (2) teacher attitudes toward environmental education. A questionnaire was sent to 370 teachers and completed by 229 (62%). Three variables were identified as most important for success of the program: (1) the curriculum guides; (2) personal interest of the teacher; and (3) workshops. Major limiting factors were: (1) insufficient time in teacher's schedule; (2) higher priorities of other subjects; and (3) schedule conflicts for activities. Among the conclusions were: (1) the implementation model did a good job of conveying the particulars of the program, and (2) the importance of the support of the school administrator and needed school adjustments were not stressed enough. (Author/RH)

ED 144 780 SE 022 499

McCauley, Mary H.

Personality Variables: Modal Profiles that Characterize Various Fields of Science.

Pub Date Feb 76

Note—43p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976). Contains occasional marginal legibility in Tables and Figures

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, *Predictor Variables, *Research Reviews (Publications), Science Education, *Scientists, *Student Characteristics, Students, *Teacher Characteristics, Teachers

Identifiers—*Jung (Carl G.), *Myers Briggs Type Indicator

Described are (1) some past works on psychological types of scientists, and (2) recent data collected at the University of Florida. The "science-minded types" are described, the frequencies of these types that can be expected

to occur in high school students and teachers are discussed, and implications for conveying scientific information to the less science-minded public are considered. The Myers-Briggs Type Indicator is used to assess the theory of C. G. Jung. The instrument measures aspects of perception, judgment, extraversion, and introversion. These characteristics can be analyzed in various ways to yield analyses of samples of students and teachers. Data obtained by using the Myers-Briggs Indicator in a number of situations are used to provide information for the various sections of the paper. (RH)

ED 144 781 SE 022 536

Eastmond, J. Nicholls, Jr.

An Assessment of Educational Needs for the Department of Wildlife Science.

Utah State Univ., Logan. Div. of Instructional Development.

Pub Date Oct 75

Note—58p.; For related document, see SE 022 537

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biology, College Science, *Curriculum Development, Educational Research, Evaluation, *Higher Education, Program Development, *Program Evaluation, *Surveys, *Wildlife Management

Identifiers—*Research Reports, *Utah State University

This study sought to identify the areas of most critical concern for curriculum emphasis for a department of wildlife science. The questionnaire was developed from existing documents and modified by a committee. Included in the sample were college seniors, graduates, employers, and faculty members. An overall rate of return of 65% (141 usable questionnaires) was achieved. There was considerable agreement among the various groups. The single item ranked as most critical was knowledge of political obstacles to the implementation of sound resource programs. The second was ability to deal with cost considerations (economics) of wildlife problems. Thinking and problem solving skills also received high priority. These items indicate a need for new social and thinking skills, rather than a continuation of a traditional wildlife education program. (RH)

ED 144 782 SE 022 537

Eastmond, J. Nicholls, Jr.

An Assessment of Educational Needs for the Department of Civil and Environmental Engineering.

Utah State Univ., Logan. Div. of Instructional Development.

Pub Date May 75

Note—27p.; For related document, see SE 022 536; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, Educational Research, Engineering, *Engineering Education, Evaluation, *Higher Education, Program Development, *Program Evaluation, *Surveys, Universities

Identifiers—*Research Reports, *Utah State University

Reported is a needs assessment study designed to determine priority needs for a college Department of Civil and Environmental Engineering for setting objectives and long range planning. Opinions were obtained from students, graduates, faculty, and employers. Each of the groups showed agreement on three priority items: (1) practical managerial skills; (2) communication skills; and (3) thinking skills. Discrepancies among the four groups are also reported. Conclusions of the study present a summary of the results. (RH)

ED 144 783 SE 022 830

McAllister, Gerald J., Ed.

Aerospace, Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.

Aerospace Industries Association of America, Inc., Washington, D.C.

Pub Date 77

Note—25p.; Photographs may not reproduce well Available from—Aerospace Industries Association, 1725 De Sales St., N.W., Washington, D.C. 20036 (no price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agency Role, *Educational Trends, *Federal Government, *Federal Programs, *Future (of Society), Government Role, *Objectives, Trend Analysis

Identifiers—Carter (Jimmy), *Carter Administration

This document reports on the goals of the President's Cabinet Officers. Included are those by the Secretaries of Agriculture; Commerce; Health, Education and Welfare; Labor; Transportation; Treasury; and Defense. Also included are those by the Administrators of the Federal Energy Administration and the National Aeronautics and Space Administration. Excerpts from President Carter's inaugural address are also included to highlight the President's national goals for America. (SL)

ED 144 784 SE 022 889

Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.

National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Dec 76

Note—227p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Evaluation, *Evaluation Methods, Health, Health Education, *Peer Evaluation, Peer Relationship, *Personnel Evaluation, Reports, *Sciences, Technical Reports

Identifiers—*National Institutes of Health

Reported are the results of a review of the National Institutes of Health's (NIH) system of peer review. Recommendations presented include: (1) that a formalized NIH Grants Peer Review Appeals System be established; (2) that NIH periodically announce all upcoming vacancies on review groups; and (3) that review of grant applications should continue to be closed to the public. (SL)

ED 144 785 SE 022 890

Prater, Merle Pafford

A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education.

Pub Date 77

Note—141p.; M.S. Dissertation, Washington State University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Development, *Elementary Secondary Education, *Environmental Education, Masters Theses, *Outdoor Education, *Program Development

This thesis documents how a wildland site became the cornerstone of an environmental education system concerned with the development of site, educational program, community action, and enrichment projects. The process described should help others interested in developing a similar community based environmental education facility. Four major project objectives are established: (1) the site, (2) program, (3) public involvement, and (4) enrichment. The system is described for keeping these interacting functions working together. The objectives were evaluated as were the benefits to the local college and community. Included in the appendix are (1) a bibliography of materials concerning the development of outdoor education centers, and (2) forms and other working documents pertaining to student interviews, curriculum activity evaluations, lesson plans, and interest and activity surveys. (Author/AJ)

ED 144 786 SE 022 922

Suggested Activities for Environmental Education in the Elementary Schools.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date 77

Note—41p.; For related document, see SE 022 923; Not available in hard copy due to colored print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classroom Materials, Curriculum Enrichment, *Curriculum Guides, *Elementary Education, *Environmental Education, *Instructional Materials, Learning Activities, Resource Materials, Science Education

Identifiers—Texas Education Agency

This publication is designed as a model to assist elementary teachers in developing environmental

education activities in all subject areas. Both public school and college educators developed this guide to help make children aware of the value of the environment and of the responsibility they have for conserving it. Discussions of the curriculum model for the guide and the program format and criteria are included for the teacher. The curriculum model demonstrates the interrelationships of personal concerns, environmental concerns, and educational process. A multidisciplinary approach is an important component in every suggested activity topic. Some of the areas covered are environmental ethics, types of pollution, population, urbanization, transportation, and energy. Each topic includes a short overview and a listing of generalizations and suggested pupil activities. The educational experiences and activities are designed to individualize student learning, emphasize community involvement, and encourage exploratory and investigative learning. A companion guide is also available for secondary grades. (Author/MA)

ED 144 787 SE 022 923

Suggested Activities for Environmental Education in the Secondary Schools.

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date 77

Note—47p.; For related document, see SE 022 922; Not available in hard copy due to colored print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classroom Materials, Curriculum Enrichment, *Curriculum Guides, *Environmental Education, *Instructional Materials, Learning Activities, Resource Materials, Science Education, *Secondary Education

Identifiers—Texas Education Agency

This publication is designed as a model to assist middle school and high school teachers in developing environmental education activities in all subject areas. Both public school and college educators developed this guide to help make young people aware of the value of the environment and of the responsibility they have for conserving it. Discussions of the curriculum model for the guide and the program format and criteria are included for the teacher. The curriculum model demonstrates the interrelationships of personal concerns, environmental concerns, and educational process. A multidisciplinary approach is an important component in every suggested activity topic. Some of the areas covered are environmental ethics, government and law, land use, pollution, population, energy, and economics. Each topic includes a short overview and a listing of generalizations and suggested pupil activities. The educational experiences and activities are designed to individualize student learning, emphasize community involvement, and encourage exploratory and investigative learning. A companion guide is also available for elementary grades. (Author/MA)

ED 144 788 SE 022 971

Aquaculture: A Course of Study for Sand Point Secondary School.

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Nov 75

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Course Descriptions, *Curriculum, Curriculum Guides, Fisheries, Interdisciplinary Approach, *Marine Biology, Objectives, *Oceanology, Science Education, *Secondary Grades

Identifiers—*Alaska

This program is designed to involve students in the economy of their community. It combines an interdisciplinary educational program with practical field and laboratory experience. This program provides opportunities in the area of aquaculture, controlled cultivation of marketable species and the total ecological corrections necessary to maintain a viable fisheries in the Shumagin areas. It involves all seventh through tenth grade students on a continuous basis. Included are units and topics in water quality, general biology, fisheries techniques, aquatic plant and insect studies, biological and physical oceanography and limnology, pathology, and aquaculture technology. Program philosophy and goals are stated. Planned course statements are given for fish husbandry, general biology, water resources, and fisheries

science. Each statement includes the following: course description, goals, content outline, examples of learning activities, methods of evaluation, and learning materials. (AJ)

ED 144 789 SE 022 975

Felt, Marilyn Clayton. And Others

Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date 77

Note—149p.; Portions of pages 85, 106, 108, and 110 and all of page 113 have been deleted due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Conservation Education, *Curriculum Evaluation, *Educational Research, *Energy Conservation, *Environmental Education, Instructional Materials, Natural Resources, Program Evaluation, Science Education, *Secondary Education

This book presents the results of a study done to determine whether the curricula available for secondary students are adequate for understanding growth implications of resource usage and for making predictions about the earth's future. The first section of the book is concerned with the evaluation committee's consensus on pedagogical criteria, curriculum goals, and underlying concepts. The second section relates the evaluation findings from the student perspective. (Secondary students were questioned with respect to world views, conceptual understanding, and problem identification, analysis, and evaluation.) The third section gives a review of the curriculum materials based on teacher evaluations and the last section states the numerous conclusions drawn from the study. The latter discusses eight areas of evaluation including student differences, pedagogy and teacher preparation, and systems skills. An appendix contains the student interview questions and the teacher curriculum review form, listings of the publishers surveyed and the educators and practitioners interviewed, and a bibliography of the curriculum materials reviewed. (MA)

ED 144 790 SE 022 977

Peters, Richard O., Ed.

Man in His World.

New Hampshire Supervisory Union 58, Groveton. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 77

Note—230p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Curriculum Development, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Resource Materials, Science Education, *Teacher Developed Materials, Teaching Guides

This publication utilizes a quick card file format in providing teacher developed and classroom tested environmental education lessons and units for students, K-12. Each 5x8 inch card provides the teacher with the following information: grade level, area of study, concept, purpose, activities, and evaluation. The goal of this format is to give the teacher a complete environmental education program within fingertip reach. The lessons are interdisciplinary in nature and relate to some aspect of environmental education such as sensory awareness, living things, conservation of resources, and natural and social communities. (MA)

ED 144 791 SE 023 010

Chinn, William G. And Others

Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—112p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Arithmetic, *Disadvantaged Youth, Elementary Education, *Elementary School Mathematics, Geometry, Kindergarten,

Mathematics, *Number Concepts, Set Theory, *Teaching Guides

Identifiers—*School Mathematics Study Group

This is the Teacher's Commentary for Mathematics for the Elementary School, Book K, Special Edition. The writers have relied on the existing SMSG kindergarten and first grade materials as a framework. This special edition is designed to meet the needs of disadvantaged children. Included in the Commentary are background information for the teacher, discussion of activities in the text, and answers to activities and exercises. (RH)

ED 144 792 SE 023 027

Wooton, William

SMG: The Making of a Curriculum.

Stanford Univ., Calif. School Mathematics Study Group.

Pub Date 65

Note—189p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, *Elementary School Mathematics, Elementary Secondary Education, *Instructional Materials, Mathematics Education, *Program Descriptions, *Secondary School Mathematics, Teacher Education

Identifiers—*School Mathematics Study Group

This book provides a description of the origin and activities of the School Mathematics Study Group over the first four years of its existence. While SMSG was not necessarily representative of all curriculum study groups, many of the experiences of SMSG were similar to those of other groups. Most of the projects provided a model of the curriculum they desired; they usually provided this model in the form of sample textbooks. They also sought collaboration between experts in subject matter fields and experts in teaching children. Materials for the book were obtained from a variety of sources including published publications, interviews, and files. (Author/RH)

ED 144 793 SE 023 045

Begle, E., Ed.

Very Short Course in Mathematics for Parents.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 63

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Arithmetic, Grade 7, Instructional Materials, Junior High School Students, *Number Concepts, *Parent Education, Parents, Secondary Grades, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group

The only way to see what is different about the new ways of doing mathematics is to study some new mathematics presented in a new way. This small text is designed for parents to enable them to study some of the new mathematics topics. The two chapters which are included are extracted from a seventh grade SMSG text. Interspersed throughout are remarks concerned with both the why and the how of the student material. Chapter 1 is on numeration. Chapter 2 is concerned with whole numbers. (Author/RH)

ED 144 794 SE 023 051

Environmental Education for Teachers and Resource People.

Forest Service (DOA), Washington, D.C.

Pub Date [77]

Note—286p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Elementary Secondary Education, *Environmental Education, Instructional Materials, Learning Activities, Lesson Plans, Science Education, *Teaching Guides

This document is a guide for teachers and community resource personnel interested in developing an environmental education program. The book is divided into seven parts: (1) Process and Problem Solving Approach to Learning; (2) Lesson Plans for Environmental Investigations; (3) Simulations; (4) Developing Environmental Investigations; (5) Group Involvement Techniques; (6) Environmental Education Action Plan; and (7) Miscellaneous Activities. The environmental investigations include topics such as water quality,

ecological relationships, and land use, and are designed for students in grades K-12. Guidelines are included for the preparation, execution, and post-discussion of these investigations. Simulations concerned with land use and community action are included along with guidelines for developing further simulations. The action plan section gives directives for organizing an environmental education committee and school curriculum. (MA)

ED 144 795 SE 023 052

Technical Books & Monographs, 1977 Catalog.

Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date 77

Note—146p.; Not available in hard copy due to marginal legibility of original document

Available from—Energy Research and Development Administration, P.O. Box 62, Oak Ridge, Tennessee 37830 (Order Number TID-4582-R12, free while supply lasts)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Bibliographic Citations, Energy, Engineering Technology, Environment, *Information Sources, Physical Sciences, Science Education, *Sciences

Identifiers—*Energy Research and Development Administration

This publication is an annotated bibliography of technical books and monographs sponsored by the Energy Research and Development Administration (ERDA) and its predecessor agencies. These entries have been published by commercial publishers, nonprofit institutions and organizations, and the federal government. The books and monographs are grouped under 13 subject categories and provide complete bibliographic and order information. Recent published symposiums from ERDA projects and recent and relevant bibliographies appear in special sections at the end of each subject category. Author, series, and title indexes are also included. (Author/MA)

ED 144 796 SE 023 053

National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—Sen-Doc-94-258

Pub Date 76

Note—503p.; Contains occasional small print

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—*Annual Reports, *Engineering Education, *Medical Education, *Reports, Science Programs, Science Projects, *Sciences, Scientific Enterprise, Scientific Research

Identifiers—*National Academy of Sciences

Presented is the annual report for fiscal year 1975-76 of the National Academy of Sciences (NAS), including the annual reports of the National Academy of Engineering and the Institute of Medicine. Contents include: (1) report of the President; (2) reports on completed studies including food and nutrition, public health, natural resources, space applications, and disaster studies; (3) reports of international activities; (4) report of the National Research Council including behavioral and social sciences, engineering, life sciences, mathematical and physical sciences, human resources, natural resources, and sociotechnical systems; and (4) the report of the treasurer. (SL)

ED 144 797 SE 023 054

Directory of Organizations in Engineering Programs for Minorities.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Engineering.

Pub Date 76

Note—104p.

Available from—Committee on Minorities in Engineering, Assembly of Engineering, National Research Council, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (no price quoted)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Science, *Directories, Educational Programs, *Engineering Education, *Higher Education, *Minority Groups, *Organizations (Groups), Recruitment, Science Education

This document presents a directory of organizations participating in the national campaign to increase the representation of minorities in the engineering profession. Information provided for each group usually includes address, person to contact, organization objectives, organization activities, and data regarding organization membership. (SL)

ED 144 798 SE 023 055

Dixon, Terry

Science Objectives and their Implications Concerning Classroom Teaching.

Pub Date Jun 77

Note—20p.; Independent research conducted at Illinois State University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Objectives, *Elementary Secondary Education, Individual Development, *Process Education, *Science Education, *Science Teachers, Scientific Attitudes, Scientific Literacy, Skill Development

Many attempts have been made to define the objectives of science. Now, in the latter part of this decade, many questions still remain unanswered. The goal of this paper is to collect information on the objectives of science education and to relate this information to the role of the classroom teacher. Educators and researchers suggest that science objectives should be associated with learning the processes and concepts of science. The body of factual scientific information is too great to make educational objectives hinge on the acquisition of knowledge alone. Many educators recommend objectives that emphasize activity-oriented, problem-solving kinds of skills. The National Science Teachers Association (NSTA) recognizes scientific literacy as a major goal. The effects of these kinds of objectives on the classroom teacher are great. Emphasis on learning skills, individualizing instruction, and identifying values are important components of teaching science today. Regardless of the specific branch of science, teachers need to keep in mind those skills, such as problem-solving, which are common to all education. Included is a selective bibliography. (MA)

ED 144 799 SE 023 056

Pratt, Joanne H. And Others

Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition.

Allied Professionals Educational Consulting Services, Dallas, Tex.

Pub Date 76

Note—160p.; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from—Allied Professionals Educational Consulting Services, P.O. Box 19647, Dallas, Texas 75219 (\$15.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Decision Making, *Environmental Education, *Higher Education, Inservice Education, *Instructional Materials, *Interdisciplinary Approach, Learning Activities, Science Education, Secondary Education, *Teacher Workshops

Described is a course or workshop designed to sensitize individuals to their roles as participants in the natural and man-made environment. The course can be used as a college course for pre-professional or general training, as a pre-service or in-service course for teachers, or as a workshop for adults. The learning experiences included in this document are adaptable for high school. The document itself contains the goals and purposes of the course, as well as a discussion of the conceptual strands that underlie the teaching strategies. Each lesson includes the objectives of the lesson, the author's point of view, a listing of needed materials, a selection of learning experiences, a sharing of experiences, an objectives check list, further explorations, and a listing of resource materials. The 26 lessons are grouped into six major themes: (1) Orientation; (2) Reception and Organization of Sensory Data; (3) Examples of Order in the Environment; (4) Man in Community; (5) Choices Between Individual and Group Needs; and (6) Synthesis. (MA)

ED 144 800 SE 023 057

Dennmark, Tom, Ed.

1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1.

150 Document Resumes

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-1

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—59p.; For related documents, see SE 023 058, SE 023 060-066, SE 023 068-072; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Achievement, Case Studies, *Cognitive Development, Educational Research, *Elementary School Mathematics, Grade 1, Grade 2, *Mathematical Concepts, Primary Education, *Testing

Identifiers—*Project for Mathematical Development of Children

Information is provided on the methods, rationale, and tests used by PMDC investigators to obtain data on the status of first and second graders during the first five weeks of the school year. Instruments to assess general intelligence, cognitive mathematical concepts and skills, socioeconomic status, and school environment of students from seven schools in four states are described. Data from up to 279 first graders and 137 second graders are summarized and discussed. Reports of four investigative follow-up studies are also included. (MS)

ED 144 801 SE 023 058

Denmark, Tom, Ed.

Bibliography for 1974 Fall Testing Program and Analysis of the Data.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—120p.; For related documents, see SE 023 057, SE 023 060-066, SE 023 068-072; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Achievement, Cognitive Development, *Educational Research, *Elementary School Mathematics, Grade 1, Grade 2, Instrumentation, *Mathematical Concepts, Primary Education, *Tests

Identifiers—*Project for Mathematical Development of Children

Contained in this publication are seven items pertaining to the PMDC testing program: (1) scale and test administration directions for grade 1 and (2) for grade 2, (3) description of Hollingshead Socioeconomic Index, (4) School Profile and Class Profile Questionnaires, (5) master record forms, (6) pupil score sheet and (7) summaries of first and second grade data by individual schools. (MS)

ED 144 802 SE 023 060

Behr, Merlyn And Others

How Children View Equality Sentences. PMDC Technical Report No. 3.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-3

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—15p.; For related documents, see SE 023 057-058, SE 023 061-066, SE 023 068-072

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Addition, Cognitive Development, *Educational Research, Elementary Education, *Elementary School Mathematics, Instruction, Learning, *Mathematical Concepts, Primary Education, Symbols (Mathematics)

Identifiers—*Mathematical Sentences, *Project for Mathematical Development of Children
Excerpts from interviews with pupils in grades 1, 2, 3, and 6 to ascertain their interpretations of mathematical sentences and symbols are presented. Children were found to consider the equal sign as an operator symbol ("do something") and not as a relational symbol. Implications for teaching are briefly discussed. (MS)

ED 144 803 SE 023 061

Clarke, Cynthia A.

Descriptive and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-4

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—71p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, Basic Skills, Cognitive Development, *Educational Research, *Elementary School Mathematics, Grade 1, Grade 2, *Mathematical Concepts, Primary Education, *Testing

Identifiers—*Project for Mathematical Development of Children

In Fall 1975, PMDC investigators administered a battery of tests to 185 first graders and 152 second graders to assess children's progress in acquiring mathematical concepts and skills during the beginning school years. Two tests were constructed by PMDC and this document reports item statistics and results from these tests; copies of the tests are included in this volume. Summaries of results from a mental abilities test and a diagnostic arithmetic test are also given. (MS)

ED 144 804 SE 023 062

Campbell, Patricia F.

Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-5

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—64p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Development, *Elementary School Mathematics, Learning, *Mathematical Concepts, *Perception, *Pictorial Stimuli, Primary Education, Reading Skills, *Research Reviews (Publications)

Identifiers—*Project for Mathematical Development of Children

Research literature concerning children's comprehension of pictures was compiled in order to clarify the role of textbook-type pictures in primary school children's learning of mathematics. The review is presented in eight sections: (1) psychological studies which investigated the role of imagery, comparing pictures with words, including (a) paired-associate tasks and (b) recall and/or recognition tasks; (2) sequence of studies investigating children's interpretation of progressively changing pictures; (3) characteristics of pictures; (4) children's picture perception; (5) children's picture preference; (6) children's ability to perceive depth in pictures; (7) relationship between pictures and reading skills of children from preschool through intermediate grades; and (8) the influence of pictures on the perception of mathematical relationships in primary school mathematics and on the solution of algebra word problems. In addition to a summary for each section, abstracts are provided for each study. (MS)

ED 144 805 SE 023 063

Denmark, Tom And Others

Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-6

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—158p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Contains light and broken type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Cognitive Development, *Educational Research, *Elementary School Mathematics, Grade 1, *Instruction, Learning, *Mathematical Concepts, Primary Education, Teaching Methods

Identifiers—*Equality (Mathematics), *Project for Mathematical Development of Children

This is the report of a teaching experiment designed to teach the concept of equality as an equivalence relation to a group of first graders. The rationale, design, selected samples of the instructional materials, summaries of students' performances during the instructional program, analyses of students' performances on a series of evaluations designed to assess their understandings of equality, and recommendations for curriculum planning are included. Students acquired "considerable flexibility" in accepting and interpreting the use of the equals sign in a variety of sentence structures. The equals sign was still viewed primarily as an operator, however, not as a relational symbol. (MS)

ED 144 806 SE 023 064

Hamrick, Katherine B.

An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-7

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—145p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Addition, Cognitive Development, Educational Research, *Elementary School Mathematics, Language Skills, Learning, *Mathematical Concepts, Primary Education, *Readiness, *Subtraction

Identifiers—*Project for Mathematical Development of Children

Children's understanding of mathematical concepts, written symbolization of these concepts, and a specifically defined readiness factor were investigated. Thirty-eight first graders were classified as ready or not ready according to scores on a readiness test. Students were paired, with 11 pairs of not-ready and 8 pairs of ready students; one member of each pair was assigned to an immediate symbolization group and the other to a delayed symbolization group. All students received 12 weeks of instruction on addition and subtraction, with either simultaneous or 5-week-delayed symbolization for ready students, or delayed-until-ready symbolization for not-ready students. The posttest measured ability to interpret, produce, and state answers to number sentences. Scores of not-ready students in the delayed symbolization group were significantly higher on interpretation ($\alpha=.05$) and production ($\alpha=.10$) sections than scores of not-ready students in the immediate symbolization group. No significant differences were found on the answer section, nor were significant differences found between any scores of ready students. (MS)

ED 144 807 SE 023 065

Campbell, Patricia F.

The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-8

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—186p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Cognitive Development, *Educational Research, *Elementary School Mathematics, Grade 1, Learning, *Mathematical Concepts, *Perception, *Pictorial Stimuli, Primary Education

Identifiers—*Project for Mathematical Development of Children

This study investigated whether there is a relationship between first-grade children's ability to tell a story about a dynamic picture or a sequence of three dynamic pictures and their ability to describe the picture(s) with a number sentence. An 8x2 design allowed analysis of the effects of form of drawing, number of pictures, and response condition. Ninety-six randomly

selected first graders were individually tested with a tentitem investigator-developed instrument. Statistical analysis indicated that neither drawing style nor number of pictures had a significant effect on either the level of assimilation within the stories, the perception of motion, or the number sentence responses. Analysis of the response condition revealed a significant difference favoring the force condition on number sentence responses. Also, initially viewing and interpreting sequences provided a learning experience which significantly affected the interpretation of single pictures. (Author/MS)

ED 144 808 SE 023 066
Steffe, Leslie P.

Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-9

Pub Date [76]

Grant—NSF-PES-74-18106-A-03

Note—289p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Best copy available.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*Cognitive Development, Educational Research, *Elementary School Mathematics, Grade 1, *Instruction, Learning, *Mathematical Concepts, Primary Education, *Readiness

Identifiers—Counting, *Project for Mathematical Development of Children

This report presents the results of a teaching experiment which investigated (1) the role of mathematical experiences on the development of counting, addition, subtraction, mental arithmetic, classification, and other arithmetical topics and (2) the role of quantitative comparisons and class inclusion as readiness variables for learning the content in (1). The readiness and achievement variables are discussed in detail and tasks are described carefully. Forty-eight first graders were tested and interviewed, with each of the three interviews videotaped. Data were extracted from the tapes and coded. Twenty-four pupils were given instruction on the concepts for 12 weeks. Multivariate analysis of variance, univariate analysis of variance and discriminant functions as necessary, and correlation matrices were used. Results are presented and discussed in detail. (MS)

ED 144 809 SE 023 068
Behr, Marilyn J.

Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-11

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—150p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Contains marginal legibility in Appendix C

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Activity Learning, Educational Research, *Elementary School Mathematics, Grade 2, *Instruction, *Manipulative Materials, *Mathematical Concepts, Number Systems, Primary Education, Teaching Methods

Identifiers—*Project for Mathematical Development of Children

This teaching experiment investigated variables which affect how well children learn from manipulative aids and how to use such aids in teaching mathematics. Five small groups from one second-grade classroom were stratified by achievement and taught using (1) counting sticks; (2) Dienes blocks; (3) abacus; (4) all three materials; or (5) counting sticks and unifix cubes. Dienes blocks and graph paper, and the abacus and colored chips. Two- and three-digit numeration and addition and subtraction with and without regrouping were presented in 22 lessons involving manipulative, picture, and symbolic phases. Lesson plans and reactions of pupils are included, in addition to data from evaluation interviews recorded on videotape and scored later.

The abacus appeared to be less effective for teaching two-digit numeration than were blocks or sticks, but the three single embodiments appeared equally effective for teaching the other topics. Multiple embodiments were "superior" for developing two-digit numeration, but "not superior" for the other topics. Use of materials was more effective than non-use of materials (by a control group). Levels of behavior were listed with an interpretation of the findings. (MS)

ED 144 810 SE 023 069
Behr, Marilyn J., Ed.

Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-12

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—146p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Activity Learning, *Case Studies, Educational Research, *Elementary School Mathematics, Grade 2, Instruction, Learning, *Manipulative Materials, *Mathematical Concepts, Primary Education

Identifiers—*Project for Mathematical Development of Children

This document contains 15 case studies developed by the group teachers during a teaching experiment. Background information on each second grader, behavior and achievement characteristics, and analyses of the evaluation interviews are presented. (MS)

ED 144 811 SE 023 070
Gerling, Max Wood, Stewart

Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-13

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—58p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Activity Learning, Annotated Bibliographies, Elementary Education, *Elementary School Mathematics, Instruction, *Literature Reviews, *Manipulative Materials, *Mathematical Concepts, Primary Education, *Research Reviews (Publications)

Identifiers—*Project for Mathematical Development of Children

Research reported primarily from 1970 through 1975 on the use of manipulative materials at the elementary level (K-7) is reviewed. The research is categorized as design-oriented research, content-oriented research, and catalogs of manipulatives. Each section contains a summary followed by abstracts for each study. References to the theoretical foundation and historical background on the uses of materials, discussions of advantages and disadvantages, and comparisons of specific materials are also included. (MS)

ED 144 812 SE 023 071
Nichols, Eugene D.

First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PMDC-TR-14

Pub Date 76

Grant—NSF-PES-74-18106-A-03

Note—15p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-072; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, Educational Research, *Elementary School Mathematics, Instruction, *Learning, *Manipulative Materials, *Mathematical Concepts, Primary Education, Teaching Methods

Identifiers—Equality (Mathematics), *Project for Mathematical Development of Children

An exploratory investigation designed to gain insights into children's mathematical formulation of observed actions upon objects is presented. Eight episodes in which first and second graders were asked to interpret, in terms of number sentences, a sequence of actions with unifix cubes are also presented. Results of analysis of the videotaped episodes are presented and discussed in relation to children's concepts of equality. (MS)

ED 144 813 SE 023 072
Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two.

Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 75

Grant—NSF-PES-74-18106-A-03

Note—211p.; For related documents, see SE 023 057-058, SE 023 060-066, SE 023 068-071; Contains occasional small print

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Achievement, Educational Research, *Elementary School Mathematics, Grade 1, Grade 2, Instruction, *Mathematical Concepts, Primary Education, *Tests

Identifiers—*Project for Mathematical Development of Children

This document contains the PMDC Mathematics Tests for grade 1 (53 items) and grade 2 (52 items), plus instructions for administering each. Statistical data are also briefly presented. (MS)

ED 144 814 SE 023 078
D'Ambrosio, Ubiratan

Issues Arising on the Use of Hand-Held Calculators in Schools.

Pub Date [77]

Note—11p.; Contains occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Developing Nations, Educational Change, *Educational Needs, Instruction, *Instructional Aids, Learning, Mathematical Models, *Mathematics Education, *Number Concepts, Problem Solving

Identifiers—Brazil, *Calculators

This paper notes three objections to the use of hand-held calculators in schools: they would (1) block reasoning, (2) make individuals machine-dependent, and (3) broaden the gap between developed and underdeveloped nations. Each is addressed, with specific examples used to refute them. The belief is strongly expressed that calculators can aid in adjusting social imbalances between "have" and "have not" groups and nations. Projects in Brazil in which calculators are being used are cited. The use of calculators in modeling real problems is also discussed. (MS)

ED 144 815 SE 023 079
Lewis, John L., Ed.

New Trends in Physics Teaching, Volume III (1976).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—293p.; For Volumes I and II, see ED 096 101 and ED 068 327; Based on the Proceedings of the International Conference in Physics Education (Edinburgh, United Kingdom, July 29-August 6, 1975); Not available in hard copy due to copyright restrictions

Available from—UNIPUB, Inc., P.O. Box 433, New York, New York 10016 (\$12.55)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Science, *Curriculum, Higher Education, *Instruction, International Education, Nonformal Education, Physical Sciences, *Physics, Secondary Education, *Secondary School Science

Identifiers—*UNESCO

Included in this document are twenty papers, each discussing a specific aspect of the overall field of physics education. Problems relating to university level education, secondary level education, and to non-formal education are addressed. This publication is the result of an international conference on physics education held in Edinburgh in 1975. The purpose of the book is to

152 Document Resumes

facilitate access to an international pool of ideas and information on various approaches to the improvement of physics education. (SL)

ED 144 816 SE 023 080
Basic Library List for Four-Year Colleges. Second Edition.

Mathematical Association of America, Berkeley, Calif. Committee on the Undergraduate Program in Mathematics.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Grant—NSF-HES-620019

Note—111p.; For related document, see ED 022 698; Not available in hard copy due to copyright restrictions

Available from—The Mathematical Association of America, 1225 Connecticut Ave., N.W., Washington, D.C. 20036 (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, *College Mathematics, Library Acquisition, *Library Material Selection, *Mathematics, *Reference Books, Undergraduate Study

Identifiers—*Committee on the Undergraduate Program in Math, Mathematical Association of America

This revision of a 1965 publication lists approximately 700 titles on mathematics for four-year colleges. The titles are grouped by mathematical content; included also are categories for general, foundations, journals, series, films, and foreign-language references. The purposes of the list are to provide: (1) students with introductory, collateral, and supplementary reading; (2) faculty with relevant reference material; and (3) general readers with interesting mathematical reading. The list can be used as a guide in updating and extending library holdings. (MS)

ED 144 817 SE 023 081

School Science Education in India. [Studies of Curriculum Development Centres in Asia 1].

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 77

Note—43p.; Study prepared for the Asian Centre of Educational Innovation for Development (ACEID); Not available in hard copy due to copyright restrictions; Photographs may not reproduce well

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, Instruction, *Instructional Materials, International Education, *Science Education, *Science Programs, Science Teachers, Secondary Education, *Secondary School Science

Identifiers—*India

Described is the development of secondary school science education in India from the early post-independence era to date. Development of science instructional materials, science curricula, science academic programs, and science teacher education programs are reviewed. (SL)

ED 144 818 SE 023 084

Latker, Norman J.

The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act.

Pub Date 75

Note—14p.; Presentation before the Academy of Pharmaceutical Sciences (Atlanta, Georgia, November 19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Copyrights, Federal Government, *Federal Legislation, *Information Dissemination, Information Needs, *Information Processing, Information Seeking, *Information Utilization, Research

Identifiers—*Freedom of Information Act, *Intellectual Property Rights

This document discusses the area of legal protection of intellectual property and owner control to its accessibility under the fourth exemption of the freedom of information act. (SL)

ED 144 819 SE 023 090

A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date [77]

Note—93p.; For related document, see ED 121 609

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Algebra, Basic Skills, Continuation High Schools, *High School Equivalency Programs, *Mathematics Education, Number Concepts, *Secondary Education, State Departments of Education, *Tests

Identifiers—New York

This document provides items to assess student competencies in the mathematics skills which need to be mastered as a requisite to passing the Test of General Educational Development (GED). The items are tailored to the skills outlined in the taxonomy; two items are given for each of the 74 topics. Two multiple-choice response sheets are included, plus an outline of the mathematical skills tested. (MS)

ED 144 820 SE 023 103

Broyles, Susan G. And Others

Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-77-313

Pub Date May 77

Note—152p.; For related document, see ED 129 635; Not available in hard copy due to small type of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-0033-0, \$2.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Science, Educational Trends, Engineering Education, *Enrollment, Graduate Students, *Graduate Study, *Higher Education, Mathematics Education, Medical Education, *National Surveys, Post Doctoral Education, *Science Education

Identifiers—National Science Foundation

This is the 1975 National Science Foundation (NSF) annual survey of total graduate and post-doctoral enrollment in science and engineering in the United States. Data elements collected from 7,664 departments of 354 Ph.D. granting institutions include: (1) enrollment status (full and part-time); (2) level of study (first year and beyond first year); (3) citizenship; (4) sex of students; (5) type of institution (public or private); and (6) distribution among areas and fields of engineering and science. Data trends are reported for the period 1967-1975. Findings include: (1) growth in graduate science enrollment was up 8% over 1974 for full-time enrollment to 210,600, and up 14% over 1974 for part-time enrollment to 80,000; (2) increases in enrollment occurred in every science area with the largest gain in social sciences, 16%, followed by the life sciences, 9%; (3) first-year enrollment rose 8% while beyond first-year enrollment rose 10%; (4) the overall rise of 24% in master's level enrollment was four times the growth rate of doctorate-level enrollment; (5) federally supported full-time students rose for the first time since 1972, but was less than 1%; (6) women enrolled full-time increased 13%; and (7) foreign enrollment, on the decline for the previous three years, increased 4%. (SL)

ED 144 821 SE 023 106

Public Management of Science Case Studies.

American Univ., Washington, D.C. Coll. of Public Affairs.

Pub Date 10 Oct 76

Note—628p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—*Case Studies, *Federal Government, *Federal Programs, *Management, *Program Descriptions, *Sciences, Scientific Methodology, Scientific Research, State Federal Aid

Presented are six papers pertaining to the management of science, research, and development by federal agencies. The papers were prepared by students in a management of science course offered at the American University, Washington, D.C. Federal agencies reviewed include: National Aeronautics and Space Administration (NASA); Department of Agriculture; Environmental Protection Agency; Food and Drug Administration; Energy Research and Develop-

ment Administration; and National Institutes of Health. (SL)

ED 144 822 SE 023 107

Travers, Kenneth J.

International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix.

International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Nov 76

Note—45p.; For related document, see SE 023 108; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, Attitudes, *Comparative Testing, Conference Reports, Elementary Secondary Education, *International Studies, *Mathematics Education, *Research Design, Surveys, Testing

Identifiers—International Assn Evaluation Educ Achievement

This document reports on a planning conference of the International Mathematics Committee, responsible for the second study of school mathematics to be conducted by the International Association for the Evaluation of Educational Achievement (IEA). The study will address issues of interest to mathematics educators, with emphasis on the areas of curricula, classroom processes, and comparisons with performance in the first IEA mathematics study. Three phases are envisaged: planning, now underway; data collection, in 1978-79; and data analysis, interpretation, and dissemination, in 1978-81. Questions to be addressed, instrumentation, and procedures for conducting the study are discussed. Appended is a list of teacher, school, and student variables to be considered, plus a detailed tentative timetable. (MS)

ED 144 823 SE 023 108

Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I.

International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).

Report No.—IEA-MATHS-NZ-A-8

Pub Date Jan 77

Note—134p.; For related document, see SE 023 107; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement, Comparative Testing, Curriculum, Elementary Secondary Education, *International Studies, Mathematics, *Mathematics Education, *Research Design, Surveys, *Test Construction

Identifiers—International Assn Evaluation Educ Achievement

This working paper presents specifications for the test items to be used in the second mathematics study to be conducted by the International Association for the Evaluation of Educational Achievement (IEA). A content-by-behaviors grid is presented for two population levels, with specifics for each dimension outlines and examples of test items provided. (MS)

ED 144 824 SE 023 114

Curtis, Hugh And Others

Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin.

Wausau District Public Schools, Wis.

Pub Date [70]

Note—111p.; For related document, see SE 023 115; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conservation Education, *Elementary School Science, *Environmental Education, Instructional Materials, Learning Activities, *Outdoor Education, Primary Education, Resources, Science Activities, Science Education, *Teaching Guides

This guidebook is designed to assist elementary grade teachers in following an outdoor education curriculum developed in Wausau, Wisconsin, though the activities are applicable to most areas.

The book contains outlines of materials and lessons to use and evaluate so that a final guidebook can be produced that will be of the most use for teachers. This outdoor education approach encourages observation and interdisciplinary study. The curriculum stresses observation skills, social behavior, the environment, and the conservation of natural resources. Field trips are encouraged and a schedule of locations and their descriptions is included. Each lesson is divided into a number of components. The grade level, K-3, is given along with the objective, concept, and purpose of the lesson. The teacher is then given guidelines for introducing, developing, extending, and fixing the concept. Where materials are required, they are listed, along with audio-visual materials that supplement the lesson. (MA)

ED 144 825 SE 023 115

Curtis, Hugh
Wausau District Public Schools Outdoor Education Camp Director's Manual.
Wausau District Public Schools, Wis.
Pub Date [71]

Note—66p.; For related document, see SE 023 114; Contains occasional light and broken type
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Camping, *Conservation Education, Elementary Education, *Environmental Education, *Instructional Materials, Learning Activities, Nature Centers, *Outdoor Education, Science Education, *Teaching Guides

This manual is a camp director's or teacher's guide to utilizing an outdoor education facility. Specifically, it details an area being studied in Wausau, Wisconsin; gives principles, objectives, and philosophy of that outdoor education program; and lists responsibilities of this program coordinator and committee. The remainder of the manual includes activities that can be modified for most locations. There is a detailed discussion of teacher responsibilities including organizational and planning activities. A sample parental permission form is included in this section. Lists of equipment needed by teachers and students are also given. Activities for the elementary grade students are interdisciplinary in approach and include bird games, tree lists, crossword puzzles, and story problems. Students are taught woods etiquette and camping responsibilities. (MA)

ED 144 826 SE 023 119

McCabe, Robert H., Ed. And Others
Man and Environment Teaching Alternatives.
Miami-Dade Community Coll., Fla.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 77

Note—336p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$6.00)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.
Descriptors—*Curriculum Guides, Elementary Secondary Education, Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Science Education, Values
Identifiers—Man and Environment, Miami Dade Community College FL

The material contained in this document is the result of an Education Professions Development Act Grant awarded to Miami-Dade Junior College for the fiscal year 1972. Much of the material was developed in a two-week teacher training workshop held in July, 1972, in Miami Beach, Florida. In this session, 46 faculty members from across the country, consultants, and workshop staff contributed initial input for this document. The material in this book is intended to expand the format of the "Man and Environment Revised Curriculum" by making this more useful for teachers to teach the various topics. Over 30 topics are covered in the publication, including value systems, pollution, population dynamics, and economics. Every topic is then subdivided into alternatives. Each alternative is composed of an overview containing background information on the topic, the basic concept to be learned, student learning objectives, and teaching/learning strategies. Contained within this book are a multitude of ideas about how elementary and secondary grade teachers may present the modular top-

ics of Man and Environment in an interdisciplinary framework. The book is designed as a supplement to other Man and Environment and ecological materials. (Author/MA)

ED 144 827 SE 023 120

Maher, Patricia A. Pemberton, Dixie A.
A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.

Maryland Univ., College Park. Center for Environmental and Estuarine Studies.
Report No.—76-133-IEL

Pub Date 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Guides, Citizen Participation, Environment, *Environmental Education, Information Dissemination, *Information Sources, Planning Commissions, *Public Affairs Education, *Public Officials, *Resource Guides

Identifiers—*Technology Transfer

This booklet describes a way to bridge the information gap between the scientist and the non-specialist by outlining a system or network of resources, the people, places, and publications, found for one environmental study. Based on a Title I project to provide educational assistance to local planning boards in the coastal zone areas of Maryland, this booklet is a summary of the year's experience with the Environmental Advisory Committee of St. Mary's County and contains a model for a dynamic process of information transfer. The manual also suggests some techniques to try and some pitfalls to avoid so that the citizen can make the system of resources a dynamic one that will respond appropriately to individual needs. (Author/MA)

ED 144 828 SE 023 124

Solar Energy in America's Future, A Preliminary Assessment.

Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Report No.—ERDA-DSE-115/I

Pub Date Mar 77

Note—123p.; Some charts may be marginally legible due to small print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 060-000-00051-4, \$2.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Conservation Education, *Energy Conservation, *Environmental Education, Environmental Influences, Environmental Research, Natural Resources, Science Education, *Socioeconomic Influences, *Solar Radiation, *Technology

Identifiers—*Energy Research and Development Administration

This report was prepared as an account of work sponsored by the United States Government. The report documents a Stanford Research Institute study of the potential roles that solar energy technologies could have for meeting U.S. energy needs over the next 45 years. Computer simulations of different energy supply projections were developed by varying the input parameters of energy demands and energy costs. Three of these projections were chosen to be developed and expanded into broader scenarios. First, the implementation measures required to realize these scenarios were delineated. Then, the economic, socioeconomic, sociopolitical and environmental issues associated with different energy futures were identified, and these issues were compared among the three scenarios. Finally, six major societal issues were synthesized from an analysis of the scenarios. These issues and the three scenarios were evaluated from the perspectives of individuals in different perceptual frames of reference. This report includes a glossary of terms and a reference and bibliography section. (Author/MA)

ED 144 829 SE 023 130

Cohen, David, Ed.
New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 77

Note—200p.; For Volumes I and III, see ED 063 175 and ED 106 106; Not available in hard copy due to copyright restrictions

Available from—UNIPUB, Inc., P.O. Box 433, New York, New York 10016 (no price quoted)
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, *Evaluation, *Evaluation Methods, *Instruction, *Integrated Activities, Measurement Techniques, Program Evaluation, Science Activities, Science Curriculum, *Science Education

Identifiers—*Integrated Science, *UNESCO

This document is the fourth volume on the subject of integrated science education in the UNESCO series "The Teaching of Basic Sciences" and reviews the area of evaluation of integrated science education programs. Presented is a thorough review of current knowledge and practice in the field and a wide coverage of material and ideas. The document is divided into two sections, the first consisting of nine papers which review and analyze distinct aspects of integrated science education, and the second part consisting of seven case studies of on-going evaluation projects in different parts of the world. (SL)

ED 144 830 SE 023 131

Holtzheim, Diane, Ed.
Appraisal, Children's Science Books, Vol. 10, No. 3.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 77

Note—52p.

Available from—Appraisal, Longfellow Hall, 13 Apian Way, Cambridge, Massachusetts 02138 (\$6.00 per year, \$2.00 single copy)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Book Reviews, *Children's Books, *Elementary Education, Elementary School Science, Instructional Materials, *Library Material Selection, Resource Materials, *Science Education, Science Materials

This bibliography is published three times a year by the Children's Science Book Review Committee. The bibliographic reference for each book includes bibliographic information plus the name of the illustrator or type of illustrations, the cost of the book, and the appropriate age level. Annotations for each reference are taken from reviews written by children's librarians and science specialists. At the left of each annotation, a rating from excellent to unsatisfactory is given. A cumulative author-title index for volume 10 is included. (MA)

ED 144 831 SE 023 132

Vetter, Betty M.
Supply and Demand for Scientists and Engineers. A Review of Selected Studies.

Scientific Manpower Commission, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 77

Grant—NSF-SRS-76-01905

Note—61p.; Tables may be marginally legible due to small print of the original document

Available from—Scientific Manpower Commission, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Career Planning, *Employment Trends, Engineering Education, *Engineers, Job Market, Jobs, *Manpower Needs, *Professional Occupations, Science Education, *Scientists

Identifiers—Scientific Manpower Commission

This document discusses and attempts to project scientific and engineering manpower supply and demand trends. Provided are detailed graphical and tabular data relating to science and engineering degrees awarded, enrollment trends, average annual openings for scientific and technical occupations, and projected supply/demand imbalances for scientific and technical occupations. Projections for future trends rely heavily upon federal funding of programs; however, employment for scientists and engineers is considered good when compared to other occupations, although full employment is not anticipated over the next decade. (SL)

154 Document Resumes

ED 144 832 SE 023 136

Wall, Janet

Objective-Referenced Measure in Mathematics. Summary Report.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Aug 77

Note—25p.; Page 6 missing prior to its being submitted to EDRS for filming; Contains occasional light and broken type; Best Copy Available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, Educational Assessment, Elementary Education, *Elementary School Mathematics, *Evaluation, Grade 4, State Programs, *State Surveys, Testing, *Test Results

Identifiers—*Delaware

Change efforts undertaken by schools and districts as a result of obtaining data from the October 1976 testing of 40 mathematics objectives for fourth graders in Delaware are briefly described. End-of-the-year results from 13 districts which gave posttests in May 1977 are also presented. Data are reported by total score, strand, and objective. A concise summary indicates that the 3,831 students tested performed best in grade 4 in the areas of numeration, operations and properties, and mathematical sentences. They were poorest in the areas of graphing and functions, and mathematical reasoning. Approximately 14% were unable to answer at least 50% of the items. (MS)

ED 144 833 SE 023 139

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 62

Note—463p.; For related documents, see SE 023 140-143

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *Elementary School Mathematics, Grade 5, Instruction, *Instructional Materials, Lesson Plans, Mathematics Education, *Number Concepts, *Teaching Guides

Identifiers—*School Mathematics Study Group

In this guide for teachers using the SMSG text materials for grade 5, five chapters on numeration systems, factors and primes, multiplication and division, and congruency of geometric figures are considered. The purpose is stated for each unit and mathematical background for the teacher is presented. Teaching procedures are then detailed through specific activities, statements, questions, and anticipated responses. Exercise sets and answers are also included. (MS)

ED 144 834 SE 023 140

Beatty, Leslie And Others

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 62

Note—482p.; For related documents, see SE 023 139-143

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *Elementary School Mathematics, Grade 5, Instruction, *Instructional Materials, Lesson Plans, Mathematics Education, *Number Concepts, *Teaching Guides

Identifiers—*School Mathematics Study Group

This guide for teachers using the SMSG text materials for grade 5 considers four chapters on addition and subtraction of rational numbers, measurement of angles, area, and ratio, plus a review of the fifth-grade program. The objectives or purposes for each unit are given, followed by mathematical background. Detailed lesson plans are then provided, including sequences of statements and questions, activities, and exercise sets with answers. (MS)

ED 144 835 SE 023 141

Beatty, Leslie And Others

Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 64

Note—117p.; For related documents, see SE 023 139-143; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instructional Materials, Kindergarten, *Lesson Plans, Mathematics Education, *Number Concepts, Primary Education, *Teaching Guides

Identifiers—*School Mathematics Study Group

In this guide for the SMSG text materials for kindergarten, an overview describes the philosophy behind the program. Mathematical background is presented, followed by activities to develop concepts on sets, recognition of geometric figures, comparison of sets, subsets, joining and removing, comparison of sizes and shapes, ordering, using geometric figures, and using numbers with sets. Teaching procedures and questions are detailed. Materials, books, and vocabulary are also listed. (MS)

ED 144 836 SE 023 142

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 64

Note—459p.; For related documents, see SE 023 139-143

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *Elementary School Mathematics, Grade 1, Instruction, *Instructional Materials, Lesson Plans, Mathematics Education, *Number Concepts, Primary Education, *Teaching Guides

Identifiers—*School Mathematics Study Group

This teacher's guide for the SMSG text materials for grade 1 considers ten chapters: sets and numbers, numerals and the number line, sets of ten, introduction to addition and subtraction, recognizing geometric figures, place value and numeration, addition and subtraction, arrays and multiplication, partitions and rational numbers, and linear measurement. Mathematical background is presented for each chapter, followed by lesson plans detailing suggested activities and questions. Objectives, needed materials, vocabulary, and answers to worksheets are included. (MS)

ED 144 837 SE 023 143

Beatty, Leslie And Others

Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 64

Note—547p.; For related documents, see SE 023 139-142

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—Curriculum Guides, Elementary Education, *Elementary School Mathematics, Grade 2, Instruction, *Instructional Materials, Lesson Plans, Mathematics Education, *Number Concepts, Primary Education, *Teaching Guides

Identifiers—*School Mathematics Study Group

Detailed lesson plans are provided in this teacher's guide for the SMSG text materials for grade 2. Included are chapters on sets and numbers (review), addition and subtraction (review), sets of points, addition and subtraction (extension), linear measurement, computing sums and differences, congruence of angles and triangles, arrays and multiplication, and division and rational numbers. Mathematical background, objectives, vocabulary, and materials are presented, followed by suggested discussion questions and

activities. Answers for worksheets are also included. (MS)

ED 144 838 SE 023 178

Schlenker, Richard M.

Home Brew Salinity Measuring Devices: Their Construction and Use.

Pub Date Sep 77

Note—21p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Chemistry, Earth Science, *Environmental Education, Higher Education, *Instructional Materials, *Learning Activities, Mathematics Education, *Oceanology, *Science Education, Secondary Education

Identifiers—*Salinity

This paper discusses several inexpensive methods of evaluating the salinity of seawater. One method is presented in some detail. This method has several attractive features. First, it can be used to provide instruction, not only in marine chemistry, but also in studying the mathematics of the point slope formula, and as an aid in teaching students to control variables. In addition, it can be used in the study of electrical resistance. Information about how to build the featured equipment and parts list are also included. The other seven methods of evaluating salt water include comparisons of masses of solutions, a stream of water and a charged rod, boiling point elevation, freezing point lowering, and buoyancy studies. Illustrations are found throughout the paper and a listing of references concludes the paper. (Author/MA)

ED 144 839 SE 023 179

Hungerman, Ann D.

1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II).

Pub Date [77]

Note—18p.; For related document, see ED 128 202

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Achievement, *Basic Skills, Elementary Education, *Elementary School Mathematics, Grade 6, Instruction, Mathematics Education, *Research, Socioeconomic Background, Standardized Tests

This document provides summaries of data from a comparison of mathematical achievement in 1965 and 1975. Subscores for whole number, fraction, and decimal totals were obtained, as well as subscores for 691 students in grade 6. Performances on the California Achievement Test were analyzed by total group and by high and low IQ subgroups. The 1975 groups scored higher than the 1965 groups on some computation skills and lower on others. Data from questionnaires suggested that a relatively stable staff with a high mean for years of elementary teaching experience (9), and lack of any major socioeconomic change may be positive influences in maintaining selected skills. (MS)

ED 144 840 SE 023 180

Suydam, Marilyn N. Higgins, Jon L.

Activity-Based Learning in Elementary School Mathematics: Recommendations from Research.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 77

Note—197p.; Contains occasional light and broken type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$3.50)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Activity Learning, Annotated Bibliographies, *Elementary School Mathematics, Elementary Secondary Education, Games, Instruction, Laboratories, *Manipulative Materials, *Mathematics Education, *Research Reviews (Publications)

Research conducted in grades K-8 on activity-based teaching approaches, including studies on the use of manipulative materials, is reviewed and synthesized in this report. On the basis of the synthesis, it was concluded that lessons using manipulative materials have a higher probability of producing greater mathematical achievement than do non-manipulative lessons. Use of both

manipulative materials and pictorial representations is highly effective; symbolic treatments alone are less effective. The use of materials appears to be effective with children at all achievement levels, ability levels, and socioeconomic levels. Activity-oriented programs and the use of mathematic laboratories can be expected to result in achievement at least as high as when activities are not emphasized. Other conclusions are also presented, plus implications for further research. Implications for classroom practice and five guidelines for those planning projects or selecting programs are presented. (MS)

ED 144 841 SE 023 184
Massey, Tom E. Conner, Totsye J.

A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date May 77
Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, *Course Descriptions, *Curriculum Development, *Evaluation, *Geometry, Instruction, Research, Secondary Education, *Secondary School Mathematics Identifiers—P K Yonge Laboratory School

A new one-semester course in geometry was designed, less axiomatic in structure yet including content traditionally contained in a first course in geometry. Conducting original investigations, constructing definitions, developing arguments to explain relationships, and creating resource materials are additional objectives, with many experiences in drawing, measuring, manipulating, exploring, and investigating. Evaluation of the course involved three classes; data from 75 students indicated that they achieved at least as well as normative groups on the Cooperative Mathematics Geometry Test. (MS)

ED 144 842 SE 023 226

Tasch, E. Gerald

Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry.

Pub Date [77]

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Development, *Curriculum Development, *Dental Schools, Dentistry, Higher Education, Medical Education, Motivation, *Problem Solving, *Program Descriptions, Psychological Design Needs, Science Education Sensing a need for change in the dentistry curriculum, faculty members from the School of Dentistry of the University of Louisville met with educational and psychological consultants with the purpose of updating the present didactic and organizational program. A Discrepancy Analysis System (DAS), also called Cognitive Dissonance, was chosen to implement a program designed to develop the problem solving and issue resolution processes. The DAS is based on a Skinnerian behavioral theory of motivation and a cognitive theory of motivation. Both identify a beginning point and an end point, or goal. The DAS is concerned with the discrepancy (degree of variance) between these two points. Using this concept of discrepancies, a four stage process for problem solving was developed. The following steps were identified: (1) Problem/issue identification; (2) Problem/issue formulation; (3) Search for alternatives and strategies; (4) Problem resolution. An integral component of this DAS model is a self-renewing norm, which in time should reduce the amount of discrepancy. This paper includes the instruments that were used in developing this model and recommendations for further uses of this model in the dentistry curriculum. (MA)

ED 144 843 SE 023 228
Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler.

Jefferson County Public Schools, Lakewood, Colo.

Pub Date [77]

Note—34p.; Contains occasional colored pages which may not reproduce well

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Continuous Progress Plan, *Curriculum, Elementary Secondary Education, Instruction, *Management Systems, *Mathematics Education, *Performance Based Educa-

tion, *Program Descriptions, Teaching Guides, Tests

Identifiers—Colorado, *Project STAMM

This booklet contains an overview and a sample of some of the curricular materials developed in Jefferson County's Systematic Teaching and Measuring Mathematics (STAMM) program. It provides continuous progress in mathematics, K-12, using management by objectives. Well-defined processes for diagnosis, instructional activities, and assessment are indicated, with hints on the need for careful record-keeping. Achievement on both standardized and criterion-referenced tests has consistently improved since the implementation of the program. Teacher resource packets, guides, and a sampler kit are available for purchase. (MS)

ED 144 844 SE 023 230

Safety Belt Activity Book: A Guide for Teachers of Grades K-6.

Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Report No.—DOT-HS-802-153

Pub Date Feb 77

Note—53p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00243-7, \$1.70)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accident Prevention, Curriculum Enrichment, *Elementary Education, *Instructional Materials, *Learning Activities, Motor Vehicles, *Safety Education, Safety Equipment, *Teaching Guides, Traffic Safety

This book is a teacher's guide for the instruction of elementary students on the use of safety belts. The purpose of the book is to train students how and when to use a safety belt, and to encourage students to pass on this information to others. There are 20 learning activities, each designated for small or large group instruction. Teachers are encouraged to choose the activities most appropriate to their situation, grades K-6. There are illustrations and sample charts, as well as songs, for the activities. Also included are resource materials for implementing the activities. (MA)

ED 144 845 SE 023 245

Insects. Hawaii Nature Study Project.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Pub Date Aug 77

Note—108p.; For related documents, see SE 023 246-247; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, Curriculum Guides, *Elementary Education, *Entomology, Environmental Education, *Instructional Materials, *Learning Activities, Resource Materials, *Science Education, *Teaching Guides Identifiers—*Hawaii

This teaching guide is one of a series developed by the Curriculum Research and Development Group at the University of Hawaii. The program is laboratory and field oriented for elementary students. The focus of study for the project is the plant and animal life and the physical components of the Hawaiian environment, and their ecological relationships. The program stresses student on-site observations, experimentation, discussion, and learning by experience. It is designed to fit within the science curriculum but can correlate with other subject areas in school, as well as with local community interests. This particular guide book is divided into four sections: (1) Getting Started; (2) Equipment and Skills Needed for Investigating Insects; (3) Insect Investigations; and (4) Metamorphosis, Anatomy, Classification. Each section is then subdivided into topics and activities. There are numerous illustrations and charts that can be used by the classroom teacher. The guide also contains background information, problems to be studied, suggestions for conducting observations and experiments, optional vocabulary lists, and suggested correlations with other disciplines. This series also includes a program manual that gives additional information on the use of this nature study program. (Author/MA)

ED 144 846 SE 023 246
Parts of Plants. Hawaii Nature Study Project.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Pub Date Aug 77

Note—124p.; For related documents, see SE 023 245-247; Not available in hard copy due to copyright restrictions

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Biology, *Botany, Curriculum Guides, *Elementary Education, Environmental Education, *Instructional Materials, *Learning Activities, Resource Materials, *Science Education, *Teaching Guides Identifiers—*Hawaii

This teaching guide is one of a series developed by the Curriculum Research and Development Group at the University of Hawaii. The program is laboratory and field oriented for elementary students. The focus of study for the project is the plant and animal life and the physical components of the Hawaiian environment, and their ecological interrelationships. The program stresses student on-site observations, experimentation, discussion, and learning by experience. It is designed to fit within the science curriculum but can correlate with other subject areas in school, as well as with local community interests. This particular guidebook contains a sequence of observations and investigations about plant structures with vocabulary, procedures, and teacher background information specific to the given topics. The observations are concerned with stems, leaves, roots, flowers, fruits, vegetables, and seeds. There are numerous illustrations to help the teacher. This project series also includes a program manual that gives additional information about the philosophy and use of the Hawaii Nature Study Program. (Author/MA)

ED 144 847 SE 023 247

Reef and Shore. Hawaii Nature Study Project.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Pub Date 76

Note—271p.; For related documents, see SE 023 245-246; Not available in hard copy due to copyright restrictions; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Guides, *Elementary Education, Environmental Education, Instructional Materials, *Learning Activities, Marine Biology, *Oceanology, Resource Materials, *Science Education, *Teaching Guides Identifiers—*Hawaii

This teaching guide is one of a series developed by the Curriculum Research and Development Group at the University of Hawaii. The program is laboratory and field oriented for elementary students. The focus of study for the project is the plant and animal life and the physical components of the Hawaiian environment, and their ecological interrelationships. The program stresses student on-site observations, experimentation, discussion, and learning by experience. It is designed to fit within the science curriculum but can correlate with other subject areas in school, as well as with local community interests. This particular guidebook on the reef and shore is prepared to give teachers ideas for activities and investigations which K-6 students can pursue to learn about the ecology of Hawaiian shallow water and shoreline areas. There are two major sections to the guide: (1) Information and Techniques for Teachers; and (2) Investigations for Students. Section one includes information on organizing field trips and setting up aquaria. Section two is concerned with marine plants and animals. There are numerous illustrations and charts for the teacher. This series also includes a teacher's program manual containing additional information. (Author/MA)

SO

ED 144 848 SO 009 887

Cowen, Sonia And Others

Something about China.

Pub Date 72

Note—621p.

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—Affective Objectives, Area Studies, *Asian Studies, Behavioral Objectives, *Chinese Culture, Class Activities, Cognitive Objec-

tives, Creative Activities, *Cross Cultural Studies, Cultural Awareness, Diagnostic Tests, Elementary Education, Enrichment Activities, Grade 4, Grade 5, Grade 6, Group Activities, Individualized Instruction, *Instructional Materials, Instructional Programs, Learning Activities, *Learning Modules, *Social Studies, Units of Study

Identifiers—*China

The major objective of this instructional program on the People's Republic of China is to help elementary grade students develop an understanding and tolerance of cultural relativism. The development of intellectual, affective, and psychomotor skills through the utilization of subject matter is also an important objective of the program. The program, aimed primarily at grades 4-6, introduces similarities and differences existing between the United States and China. It focuses on the basic cultural components of economic structures, social/political organization, and religious systems. Instructional materials include individualized-activity learning packets, sample lessons for small and large group participation, and creative projects for enrichment. Stories, maps, illustrations, and tests for conceptual diagnosis are also included. The learning packets contain a pretest, word list, study of key ideas, thought questions, and a posttest. These packets include an introduction to social studies, river systems and land forms, art and architecture, and costume. Numerous and varied sample lessons allow the teacher flexibility in planning the program. (KC)

ED 144 849

SO 010 072

LaFitte, Pat Chew

Work Values of University Students: An Analysis by Ethnic Groups and Sex.

Pub Date Jun 74

Note—115p.; Master's Thesis, University of Texas at Austin

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Asian Americans, Blacks, Career Awareness, *Career Choice, Changing Attitudes, College Students, Comparative Analysis, Cultural Awareness, Educational Research, *Employment, Ethnic Groups, Higher Education, Literature Reviews, Masters Theses, Mexican Americans, *Minority Groups, *Sex Differences, Statistical Analysis, *Student Attitudes, Tables (Data), *Values, Vocational Development

The master's thesis discusses values orientation and career choice of male and female non-Anglo American college students. A review of sociological literature related to value schemes of Black Americans, Mexican Americans, and Oriental Americans revealed that previous research is based almost entirely upon inferences made from studies relating career patterns to academic majors. In order to establish work values schemes more directly, a study at the University of Texas randomly surveyed 148 students with diverse backgrounds and interests. Students rated 45 work values on a scale from "important" to "unimportant" and answered 11 queries about their personal and ethnic backgrounds and career goals. Findings indicated that, although values related to life-style, achievement, creativity, and economic returns were emphasized by all students, there were differences in work values by sex and ethnic groups. Whereas female students tended to stress altruism and supervisory relationships, males valued independence, economic returns, and intellectual stimulation. Black-Americans valued economic returns considerably more than all other groups and Mexican Americans valued security second only to way of life. Oriental students scored significantly lower on all scales than did the other groups, indicating that they demand less values fulfillment from their work. Questionnaires, tables of analyses, and a bibliography are appended. (Author/DB)

ED 144 850

SO 010 147

MacDowell, Michael A. And Others

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.

Northern Illinois Univ., De Kalb. Dept. of Economics.

Pub Date 8 Aug 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Exploration, Cognitive Objectives, Concept Teaching, Curriculum

Development, *Economic Education, Educational Objectives, *Employment, Evaluation, Higher Education, Inservice Programs, Interdisciplinary Approach, Knowledge Level, Models, *Occupations, Post Testing, Pretesting, *Relevance (Education), Secondary Education, Short Courses, *Social Studies, Student Attitudes

Identifiers—World of Work Economic Education Project

The paper reviews the design of a model for teaching about work in social studies. Developed in 1974 at an inservice economic education workshop sponsored by the Illinois Council on Economic Education, The World of Work Economic Education Program orients existing curriculum materials around fundamental economic principles. It was hypothesized that work and social studies are related and that social studies teachers should incorporate work issues into the curriculum because their relevance to students would help offset declining interest in social studies courses. Objections to teaching about work in social studies are discussed. For example, it is alleged that work-related topics are unrelated to social studies, faddish, time-consuming, too theoretical, less important than other topics, and difficult to present. Project teachers developed curriculum materials, gave pre- and posttests to more than 5,000 students, and kept diaries in which they evaluated students' economic understandings. Test results indicated that students exposed to the model curriculum learned significantly more about economic concepts than students who did not follow the curriculum. The conclusion is that students are interested in work-related subjects and can be taught about work and other economic concepts. The World of Work Economic Education Program is a mini-course which achieves this objective. (Author/DB)

ED 144 851

SO 010 163

Rodriguez, German

Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977.

International Statistical Inst., Voorburg (Netherlands); World Fertility Survey, London (England).

Pub Date Feb 77

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Birth Rate, Contraception, Data Collection, *Developing Nations, Family Planning, Females, Foreign Countries, *International Organizations, Population Trends, Sampling, Statistical Analysis, Statistical Surveys, Surveys, Testing Problems, Test Results, World Problems

The report investigates the problems of assessing the availability of fertility regulation methods in the household and the community. The study originated from the need to evaluate a number of proposed additions to the data collection instruments used by the World Fertility Survey (WFS). The core questionnaire was modified to add the following terms: pregnancy termination, menstrual regulation, household availability, and community availability. India, Panama, and Turkey were the testing sites. Women, ages 15-49, currently married and living with their husbands, provided data concerning both their familiarity with the terms and their use of fertility regulation methods. The women came from urban and rural, middle class, and poor backgrounds. Women from poor, rural areas were further designated as to whether or not they had access to a family planning or health clinic. The actual survey, problems arising in question design, and responses to open-ended questions are included in appendices. Tables provide percentages of responses according to country and include mean and standard deviations. (KC)

ED 144 852

95

SO 010 172

Shigley, Forrest

Final Report of Curriculum and Development in Arts Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 20 Jun 77

Grant—007604139

Note—107p.; Page 58 of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Art Education, Cultural Awareness, *Cultural Enrichment, *Curriculum Development, Dance, Dramatics, Elementary Education, Fine Arts, Grade 4, Grade 5, Grade 6, Inservice Teacher Education, *Learning Activities, Music, Program Descriptions, Projects, Reports, Skill Development, Student Evaluation, *Summative Evaluation, Teaching Guides, Visual Arts

The document describes and evaluates an arts education project at an elementary school in Belmont, California. Developed by nine arts educators under a grant from the California Arts Council, the project presented units in dance, drama, music, and visual arts to pupils in grades 4-6. Objectives include demonstration by students of basic competency in group dance and dramatics, skills of construction in two- and three-dimensional visual art, and composing and performing original songs. A teacher's guide describes up to ten learning activities for each of the four arts areas, such as square and folk dances, dramatic circle games, puppet shows, discussion and review of student-created musical filmstrips, and woodblock printmaking. Objectives, materials, time required, number of participants, teaching strategies, and additional resources are listed for each activity. Also presented are a student evaluation form, excerpts of minutes from staff meetings, an outline of project-related activities by staff members, and a listing of contacts made by staff members to disseminate information about the project. The report concludes that the project stimulated a collective effort among the school staff, created an arts identity for the school, and caused identifiable curriculum development in arts education. (Author/DB)

ED 144 853

SO 010 209

Silver, Michael

Values Education. Developments in Classroom Instruction.

National Education Association, Washington, D.C.

Pub Date 76

Note—128p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 1810-9-00, \$3.75 paperback)

Document Not Available from EDRS.

Descriptors—Activity Learning, Bibliographies, Child Development, Development, Elementary Secondary Education, Humanistic Education, *Instruction, Instructional Materials, Moral Development, Resource Materials, Role Playing, School Role, Social Values, Student Evaluation, Teacher Role, Teaching Guides, *Teaching Methods, *Teaching Techniques, *Values

Identifiers—*Values Education

This practical handbook for teachers of all levels and subject areas compares different approaches to values education. The book begins with a discussion of the role of values education in schools. Chapters 2, 3, and 4 define values and values systems, discuss the origin and development of children's values, and examine the role of the teacher in values education. Chapter 5, which comprises approximately half of the book, discusses various approaches to teaching values, giving special attention to values clarification, values inculcation, moral reasoning, values analysis, role playing, confluent education, and action learning. Selected bibliographies of supporting curriculum materials for the various approaches are included. How to evaluate student outcomes and how the structure of the school affects values education are examined in chapters 7 and 8. The handbook concludes with bibliographies of multimedia curriculum materials, student texts, teacher materials, and journal articles and a listing of projects, newsletters, and clearinghouses which deal with values education. (Author/RM)

ED 144 854

95

SO 010 213

Grant, Gloria, Ed.

In Praise of Diversity: Multicultural Classroom Applications.

Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 77

Contract—300-76-0228

Note—318p.; For a related document, see SO 010 214

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Activity Units, Art Activities, Cross Cultural Training, Cultural Differences, Cultural Education, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Handicapped, Interdisciplinary Approach, Interpersonal Relationship, Junior High School Students, Language Arts, Learning Activities, Life Style, Mathematics, *Older Adults, Racial Differences, Science Activities, *Sex Stereotypes, *Social Studies Units, Teaching Guides, Textbook Evaluation

The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background readings provided for the teacher in the companion document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations. (AV)

ED 144 855 95 **SO 010 214**

Gold, Milton J., Ed. *And Others*

In Praise of Diversity: A Resource Book for Multicultural Education.

Association of Teacher Educators, Washington, D.C.; Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 77

Contract—300-76-0228

Note—231p.; For a related document, see SO 010 213

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—American Indians, Anthologies, Blacks, Chinese Americans, Cross Cultural Training, *Cultural Differences, *Cultural Education, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, Ethnic Stereotypes, Italian Americans, Japanese Americans, Jews, Labeling (of Persons), *Life Style, Mexican Americans, Minority Groups, Puerto Ricans, Racial Differences, Teacher Education, Teacher Role

The resource book contains essays and ethnic vignettes to help teachers and teacher educators understand the diverse lifestyles, backgrounds, and attitudes of students and families in American society. The book provides background information for elementary and junior high activity units contained in SO 010 213. Part one contains four chapters which discuss multiculturalism, dangers of stereotyping, areas of possible conflict, and implications for the schools. The nine ethnic vignettes in part two explore each group's contributions to American culture and problems encountered by each minority group. Lifestyles and children's learning styles in different cultures are also described in order to help teachers work more effectively with minority group students. The nine groups are Black Americans, Chinese Americans, East European Americans, American Indians, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, and Puerto Ricans. Part three, a concluding chapter, explains the teacher's role in achieving multicultural understanding. (Author/AV)

ED 144 856 **SO 010 219**

Harkness, Albert, Jr.

Governmental Objectives in Exchanges of Persons Programs.

Tufts Univ., Medford, Mass. Fletcher School of Law and Diplomacy.

Pub Date Mar 77

Note—17p.; Paper presented at Annual Meeting of the International Society for Educational, Cultural and Scientific Interchanges (Saint Louis, Missouri, March 16-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Change, Administrative Organization, Cultural Activities, Cultural Awareness, *Cultural Exchange, Cultural Interrelationships, Data Analysis, Developing Nations, Evaluation, *Exchange Programs, Global Approach, *Government Role, Intercultural Programs, *Objectives, *Policy Formation, Program Administration, Program Evaluation, Resource Allocations

The paper questions whether educational and cultural activities sponsored by the United States government should be aimed at foreign policy objectives or should be treated as ends in themselves. Arguments are presented by political leaders, educators, and government officials in favor of and against cultural exchange as a form of foreign policy propaganda. Exchanges between the United States and pluralistic, industrialized societies are compared with exchanges with less developed countries and with societies where an adversary political climate exists. The most effective type of exchange with industrialized nations such as Great Britain are Selected Leader Grants, which allow foreign political leaders to visit the United States. In developing nations, exchanges which strengthen the educational and cultural infrastructure of the recipient country have been most successful. Exchanges with adversary countries are the most difficult to organize, classify, and evaluate. Most exchanges with a totalitarian society are on a government-to-government basis, but there have been private exchanges of art treasures and sporting events between the United States and communist countries. The conclusion is that academic, artistic, and athletic exchanges should be directed by the same governmental agency, be part of a total foreign policy, and exhibit long range rather than immediate political, tactical purposes. (Author/DB)

ED 144 857

SO 010 221

Piedsczki, Nicholas, Ed. *Collie, William E., Ed.*

Teaching about Religion in Public Schools.

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.

Pub Date Jul 77

Note—255p.

Available from—Argus Communications, A Division of DLM, Inc., 7440 North Natchez, Niles, Illinois 60648 (\$3.95 paperback, 20% discount 20 copies or more)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Christianity, Curriculum Development, *Educational Development, *Educational Objectives, Elementary Secondary Education, Essays, *Humanities, Interdisciplinary Approach, Islamic Culture, Judaism, Language Arts, Models, Moral Development, Parochial Schools, Public Schools, *Religion, *Religious Education, Social Sciences, *Social Studies, Units of Study, Values

Identifiers—Buddhism, Hinduism

Sixteen articles written by various authors are contained in this book about teaching religion in public schools. Developed for both elementary and secondary programs, the articles detail current practices. Models and units of study are suggested for teaching religion in different subject areas, including language arts, humanities, and social studies. The first article reviews the background of curriculum development in religion studies in elementary and secondary education. The following six articles discuss the role of religion studies in the humanities and the fine arts. The next three articles show how religion studies can be adapted in elementary and secondary social studies courses. Five exemplary courses and units of study make up the next five articles. The units focus on religion in human culture, an introduction to Islamic religion, a discussion about Hinduism and Buddhism, a course on Christianity, and the meeting of science and religion. The final article discusses religion studies with values clarification and moral education approaches. In most cases, each article in the book contains a description of the program or course being discussed, lists educational objectives and learning strategies, offers a rationale, and suggests learning activities. A short bibliography usually follows each article. (Author/JR)

ED 144 858

SO 010 225

Baum, Willa K.

Transcribing and Editing Oral History.

American Association for State and Local History, Nashville, Tenn.

Pub Date 77

Note—127p.

Available from—American Association for State and Local History, 1400 Eighth Avenue South, Nashville, Tennessee 37203 (\$6.75, paperback)

Document Not Available from EDRS.

Descriptors—Community Study, *Editing, Guides, Higher Education, Indexing, Laws, Local History, *Oral History, Primary Sources, Secondary Education, *Social Studies, Tape Recordings

This guide contains practical suggestions for and theoretical discussions on preparing oral history transcripts for publications or public view. Although intended as a guide for nonprofessionals, it can be used by those who are conducting more serious research and are not familiar with the techniques of oral history. Because the guide deals only with the transcribing and editing aspect of oral history, the author begins with a discussion of what to do as the interview session ends. Topics discussed include interview notes, supporting photographs and illustrative materials, legal agreements, and how to prepare an archival copy of the tape. The decision of whether or not to transcribe is then examined and transcribing procedures are explained. The guide discusses how to audit a tape and edit the transcript, and provides useful examples of mistranscriptions and editing. The narrator's review and approval, legal agreements, and completing and indexing the transcript are also treated. The guide ends with a discussion of how to choose an appropriate depository. A bibliography of how to do it manuals, journal articles, programs, and books dealing with oral history is also included. (Author/RM)

ED 144 859

SO 010 233

Dawson, George G.

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

New York State Council on Economic Education, Geneseo.; State Univ. of New York, Old Westbury. Empire State Coll. Long Island Learning Center.

Pub Date Apr 77

Note—77p.; Paper presented at Annual Meeting of the Eastern Economic Association (Hartford, Connecticut, April 14-16, 1977)

Available from—Empire State College Center for Business and Economic Education, P.O. Box 130, Old Westbury, New York 11568 (free, limited supply)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Comparative Analysis, Computer Assisted Instruction, Conventional Instruction, *Economic Education, *Educational Research, Higher Education, *Individual Instruction, Multimedia Instruction, Pacing, Programed Instruction, Research Design, Research Methodology, Research Needs, *Research Reviews (Publications), State of the Art Reviews, Statistical Studies, *Teaching Methods

This is the first in a series of reports which summarize research studies dealing with college level economics education that is personalized, individualized, or self paced. The major purpose is to inform interested economic educators of the studies that have been done, to summarize the results, and to identify various research designs and statistical techniques that others might want to use. Forty studies are described. Most were done in the 1970s. The introductory 15 pages give an overview of the research. Most studies indicate that personalized or individualized instruction is as effective as the traditional lecture discussion approach. Many suggest that programmed materials save time for both student and instructor and can be less expensive than the traditional approaches. The use of television, computer assisted instruction, tutors, and case studies is tested in several studies, and some deal with various combinations of approaches. Some researchers believe that no single method is best, but that certain combinations such as programmed instruction with games and simulations or with an audio visual tutorial system yield superior results. (Author/RM)

ED 144 860

SO 010 239

Dawson, George G., Ed.

Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics.

158 Document Resumes

Joint Council on Economic Education, New York, N.Y.

Pub Date 76

Note—122p.; For a related document, see ED 104 752.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00 paperbound, \$1.60 each for 10 copies or more).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Awards, Business Education, Case Studies, Consumer Economics, *Curriculum Development, *Economic Education, Economics, Educational Practice, Effective Teaching, Elementary Secondary Education, Evaluation, Higher Education, Instructional Innovation, Interdisciplinary Approach, *Learning Activities, Projects, Reports, Social Studies, *Social Studies Units, Student Attitudes, Teaching Experience, *Teaching Techniques.

The publication outlines 19 award winning economic education projects for use on levels K through college. The projects have been judged original and interesting to students and have met contest criteria by describing class situation, scope and sequence, goals, motivational devices, teaching techniques, samples of student work, culmination activities, and evaluation techniques. The report is presented in five chapters. In chapter I, four projects for grades K-3 are described. Activities include parents' show and tell, writing checks, opening savings accounts, producing and selling products, and collecting data on inflation. The four projects in chapter II, for use in grades 4-6, involve the students in group investigation of community change, observation of building construction, simulations, and shopkeeping. Chapter III presents activities for junior high school, including mathematics, community simulation, and career awareness games and production of goods from polyester resin. Activities described in chapter IV for high school students include a mini-unit on sports and economics, seminars on economic concepts, market simulation, and a toy survey for a consumer council. College level activities, presented in chapter V, include relating economics to art history, personal interests, and grades. (Author/DB)

ED 144 861 SO 010 240

Eckholm, Erik Brown, Lester R.

Spreading Deserts—The Hand of Man. Worldwatch Paper 13.

Worldwatch Inst., Washington, D.C.

Spons Agency—United Nations Environment Program, New York, N.Y.

Pub Date Aug 77

Note—42p.

Available from—Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.00, paperbound).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agriculture, Agronomy, Animal Science, *Climatic Factors, Depleted Resources, Developing Nations, Earth Science, Geographic Regions, *Global Approach, Grains (Food), *Land Use, Physical Environment, Physical Geography, Plant Growth, *Productivity, *Soil Science, Water Resources, *World Problems.

The report identifies regions in which deserts and arid zones are increasing; discusses social and climatic causes of deserts; and suggests ways to cope with and reverse problems of famine, malnutrition, and drought. Increasingly, land is being sapped of its ability to sustain agriculture and human habitation north and south of the Sahara, in Iraq, India, the Argentine, Chile, Australia, and the southwestern United States. This is due to overgrazing, soil erosion caused by improper cultivation, and farming without proper soil renewal. Soil cannot hold rainwater in devastated areas and natural droughts create disasters because water stores become depleted. Underdeveloped countries with large nomadic populations living on arid land have not acquired attitudes of food production for the benefit of the society in general. In these countries, production for individual survival has created problems of unnecessarily large herds and overcultivation. Although technology exists to develop better farming and animal husbandry techniques, people must first accept the resultant change in lifestyle. Solutions include establishment of herding cooperatives, tree planting programs, agricultural

modernization, and improvement of grain reserve facilities. (Author/AV)

ED 144 862 SO 010 241

Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement.

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

Pub Date 77

Note—77p.; For related documents, see ED 114 378-381, ED 129 703.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adult Education, *Annotated Bibliographies, Books, Classroom Materials, *Cross Cultural Studies, Educational Resources, Elementary Secondary Education, Ethnic Groups, Ethnic Stereotypes, *Ethnic Studies, Films, Filmstrips, Higher Education, *Instructional Materials.

This annotated bibliography cites 132 multi-ethnic curriculum materials for grades K through 12. It is designed to be used by students, teachers, and administrators. Some of the materials focus on specific groups, such as Blacks, American Indians, Puerto Ricans, Italian Americans, Chinese Americans, Slavs, Scandinavians, and women. Other materials discuss cultural pluralism in general and topics such as prejudice, parent-child relationships, or independent learning techniques. Collected since the publication of the previous supplement, almost all entries in this sixth supplement have been published since the early 1970s. Eight sections contain citations of seven motion pictures, 11 filmstrips, one sound recording, nine learning kits, one photo aid series, two simulation games, eight pamphlets, and 93 books. Materials are listed alphabetically by author or title under each heading for type of material. Included in each entry are author, title, publisher, date, purchase price, a short description of the material, and grade level recommended for use. An appendix lists publishers' addresses. The materials are also available from the Midwest Center for Equal Educational Opportunity, 408 Hitt Street, Columbia, Missouri 65201 for temporary use at no cost except postage. (AV)

ED 144 863 SO 010 244

Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings, April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland.

California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—109p.; Pages 6, 13, and 14 of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bilingual Education, Conference Reports, *Cultural Awareness, Cultural Differences, Cultural Interrelationships, Cultural Pluralism, *Curriculum Development, Decision Making, *Educational Objectives, Elementary Secondary Education, *Ethnic Studies, Ethnocentrism, Human Dignity, Instructional Improvement, *Interdisciplinary Approach, Primary Education, School Role, Student Attitudes.

The document summarizes proceedings from two conferences which addressed multicultural realities in American life. Intended as a means of expanding multicultural understandings of elementary and secondary teachers, the conferences encouraged exchange of ideas between parents, community members, curriculum specialists, administrators, educators, and policy planners. The narrative presentation is organized into four sections. Section I challenges widespread assumptions about ethnic studies, including the conceptualization that it refers only to non-white groups and should only be included in the curriculum of students who are members of that group. Section II stresses the need for conscious decisions about content and process in multicultural education to avoid fragmented programs which do little more than glorify ethnic heroes. Section III presents interdisciplinary suggestions for improvement of teacher education with a multicultural emphasis, evaluation of curriculum, and development of new models. Case studies of successful multicultural programs are presented. Section IV predicts that the future of multicultural education depends

upon the commitment of the educational system to make multicultural learnings a valid, integral part of the education of every student. (Author/DB)

ED 144 864 SO 010 257

The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide.

[And] Appendix: Final Report. San Francisco Univ., Calif. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77

Grant—G007602633

Note—278p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Activity Units, Biculturalism, *Bilingual Education, Bilingual Students, Class Activities, Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Enrichment, Cultural Interrelationships, Cultural Pluralism, Elementary Secondary Education, *Ethnic Studies, *Family (Sociological Unit), *Filipino Americans, Grade 6, Grade 7, Grade 8, Group Activities, Individual Activities, Individual Instruction, *Learning Activities, Projects, *Social Studies Units, Student Centered Curriculum, Teaching Guides, Teenagers.

Identifiers—*Bay Area Filipino Culture Education Project.

Three units of one to three weeks duration each comprise this Filipino Culture Education Project package developed for students in grades 6-8. Objectives are to help students recognize the cultural heritage of Filipino Americans, to develop bicultural identities, and to help non-Filipino students develop appreciation for the cultural diversity within the United States. The units are titled "The Filipino Family," "Teenagers in the Philippines," and "The Filipino Teenager: USA." Through a task approach to the study of culture, students collect and analyze data about similarities and differences between ethnic populations. Each unit contains several tasks for one or more students to be accomplished in varying lengths of time. Activities are student-centered, with the teacher acting as facilitator of learning. Instructions for students are in both Tagalog and English. Activities include compiling a family album or family tree, and studying music and native dress. Methods include camera work and taped interviews. The package contains teacher's guides, task cards for the three units, and a student booklet. The final report of the project, included as an appendix, provides an evaluation of the activities, student profiles, suggestions for preparation for the units, and a list of project personnel. (KC)

ED 144 865 SO 010 267

Multicultural/Bilingual Division Fiscal Year 1977-1978 Program Plan.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 77

Note—54p.; Funding information on pages 23-48 has been removed by ERIC.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Abstracts, *Bilingual Education, Cultural Pluralism, Curriculum Development, *Educational Legislation, Educational Needs, Elementary Secondary Education, English (Second Language), Federal Aid, *Federal Programs, Government Role, Non English Speaking, Program Descriptions, Program Development, *Projects, Teacher Education.

The report reviews multicultural/bilingual programs for which funds have been allocated by the National Institute of Education (NIE) for fiscal year 1977-78. There are two major sections to the report. The first section discusses the history, legislation, and development of bilingual education programs in response to federal requirements. Mandates of the Bilingual Education Act require NIE and the Office of Education to undertake studies, develop and disseminate instructional materials, and establish a national clearinghouse for bilingual education. NIE's Multicultural/Bilingual Division must assist state and local education agencies in meeting the educational needs of students with limited English language skills or minority ethnic background. The report reviews research in the areas of instructional processes (educational design and imple-

mentation) and social cultural processes (social and community influences on education). The second section presents 26 abstracts for projects funded for 1977-78. Information is given on project title, contractor, project officer, duration, funding amount, summary, and products. The projects include test and curriculum development, teacher proficiency, and compilations of relevant readings. (AV)

ED 144 866 SO 010 271

Quinn, Jeanette. *And Others*
A Tri-Curriculum Approach to Learning: Health Education-Social Studies-Career Education. Levels One to Four/Grades One to Six.

Pub Date 75

Note—344p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Alcohol Education, *Career Awareness, *Concept Teaching, Drug Education, Elementary Education, *Health Education, *Integrated Activities, *Interdisciplinary Approach, Learning Activities, Nutrition, *Social Studies, Teaching Guides

The document presents an interdisciplinary unit of study for elementary students which combines social studies, health, and career concepts. The learning experiences are planned so that children will form the desired concepts on their own. Three five-week "learning centers" focus on the human body; food and nutrition; and alcohol, tobacco, and drugs. An introductory section contains charts which show the continuity of each center and the interrelatedness of the subject matter in social studies, health, and careers. For example, during the five weeks spent studying the human body, students learn about the digestive system, role play the responsibilities of being a doctor, and compare the development of frogs and butterflies to simple human anatomy. Activities for this section include drawing, creative writing, filling in the blanks in short stories, looking at transparencies, making jigsaw puzzles of body parts, answering riddles, and explaining the activities in pictures of milkmen, dentists, and physical therapists. A bibliography lists all books, teacher's guides, cassette tapes, filmstrips, records, transparencies, and study prints which are needed to complete each of the three learning centers. (AV)

ED 144 867 95 SO 010 281

Sykes, Vivian. *Tricamo, Terese*
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Teacher Corps.

Pub Date Jun 77

Contract—OEG-G007502009

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—American Indians, Bibliographies, Blacks, Chinese Americans, *Community Resources, Cross Cultural Studies, *Cultural Education, Educational Facilities, *Educational Resources, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Expositions, Instructional Media, Japanese Americans, Jews, Mexican Americans, Museums, Publishing Industry, Resource Guides

Identifiers—*Multicultural Education, *San Francisco Bay Area

The guide will help elementary and secondary school teachers to identify resources for multicultural education in the San Francisco Bay Area. Over 250 entries are included about American Indians, Mexican Americans, Chinese and Japanese Americans, Greek Americans, Jews, and Afro Americans, the groups most thoroughly represented. Almost every entry includes a paragraph-length description of its educational value, specific ethnic group focus, grade level applicability, and unique features. Among the 18 places to go are tours, museums, and cultural centers providing artifacts, publications, exhibits, and food. Publishers whose materials stress ethnic identity and whose publications are bilingual are included in the next section, as well as books, bibliographies, readers, journals, calendars of local events, and bookstores. Over 30 newspapers, radio and television stations are described in the media section. Among the 73 educational facilities are college-sponsored ethnic studies groups and curriculum programs. Over 100 organizations and resource people include chambers of commerce and teachers of ethnic

dances. An appendix explains what teachers should look for in evaluating multicultural education materials. (AV)

ED 144 868 SO 010 288

Shaver, James P.

Moral Development and Ethical Decision-Making: Theory and Faddism.

Pub Date 5 Aug 77

Note—12p.; Paper presented at Inter-Institutional Seminar in Childhood Education (Snowbird, Utah, August 5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Developmental Stages, Educational Problems, *Educational Trends, Elementary Secondary Education, *Ethics, Individual Development, *Learning Theories, *Moral Development, Teaching Methods, *Values Identifiers—*Kohlberg (Lawrence)

The author is concerned that teaching strategies based on the values clarification approach (VCA) and on Kohlberg's stage theory of moral development might be premature. The VCA has been adopted widely despite concerns about threats to privacy of participating students, infringement on rights of parents to shape their children's values, and implications of the use of VCA by nontherapists in the nonvoluntary, public school setting. The Cognitive Moral Development Approach (CMDA) has also received widespread attention. It is based on Lawrence Kohlberg's theory that individuals progress through six stages of moral development as a function of genetic maturation and interaction with the environment. It is believed that persons at a given stage will rise to another after they have been exposed to thinking at the next stage above their initial one. Thus, teaching strategies which employ group discussion of moral issues have been developed to facilitate students' moral reasoning abilities. However, the author cautions that such strategies are demanding on the teacher. There is danger of teachers classifying students according to assessed moral stages and then making negative judgments about them. Also, Kohlberg's theory deals with the structure, not the content, of moral thought. (Author/AV)

ED 144 869 95 SO 010 293

Steinberg, Lois Saxelby

Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.

Institute for Responsive Education, Boston, Mass.; Optimum Computer Systems, Inc., New York, N.Y. Education and Human Resources Development Div.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date Jul 77

Contract—400-76-0115

Note—169p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Behavior Theories, *Citizen Participation, *Community Involvement, Decentralized School Design, *Decision Making, Educational Policy, Educational Theories, Elementary Secondary Education, Ethnic Groups, Group Behavior, Group Dynamics, Higher Education, *Literature Reviews, Minority Groups, Policy Formation, Political Influences, *Politics, Research Methodology, Research Utilization, Social Influences, *Social Science Research, Urban Education, Urban Environment, Voluntary Agencies

This literature review is intended for policymakers and researchers concerned with citizen participation in the educational decision-making process. The study examines (1) the functions of interest groups in social science analysis of the political process; (2) the dominant theories employed in social research on interest group processes; (3) the results of such research as it is relevant to citizen participation generally and the educational decision-making process specifically. Section I summarizes theories and research related to participation and presents hypotheses which consider a functional approach to the interest group process. This approach stresses the consequences of participation for the individual and for the stability of the social system. Section II presents a network analysis approach which interprets participation in terms of both formal (voluntary associations) and informal (primary groups, family, and ethnic groups) relationships. This section also explores implications of avail-

able findings for political participation at the community level. The emergence of ethnic identity as a dimension of political behavior is discussed in Section III. Federal programs designed to promote the organization of minority urban poor are reviewed in Section IV. In addition, studies which gave insight into the process involved in school decentralization policies are analyzed. The section concludes with an examination of the communities which appear to foster citizen participation in educational decision making. (KC)

ED 144 870 SO 010 294

Hung, Marianne Andrews

The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round.

Pub Date 76

Note—44p.; The Plantation System in the Ethnic Consciousness of Hawaii is a paper presented at World Educators' Conference (Honolulu, Hawaii, July 14, 1976); Pages 6-10 of A Worker's Daily Round have been removed due to poor reproducibility; They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cultural Background, Cultural Pluralism, *Ethnic Groups, Ethnic Studies, *Immigrants, Industry, *Laborers, Learning Activities, Life Style, Secondary Education, Social History, *Social Studies Units

Identifiers—*Hawaii

The paper suggests that by studying the Hawaiian plantation system, seventh graders can gain understanding of personal values and ethnic heritage. The current racial and cultural diversity in Hawaii is a result of mass immigration initiated in 1876 by the needs of the sugar and pineapple industries. Over 400,000 field workers from China, Japan, the Portuguese Azores, Korea, Spain, Puerto Rico, and the Philippines were brought to the plantations, lived in segregated quarters at the direction of plantation owners, and managed to unite and strike against the companies in 1946. A sample of seven study units for seventh grade social studies classes is contained in the paper. Based on a short story about the daily life of a young, male Chinese field worker, the units involve students in constructing his family's monthly budget and a savings goal; writing letters to his parents in China; and analyzing plantation work songs for clues about workers' lives, attitudes, and aspirations. (AV)

ED 144 871 SO 010 296

Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography.

National Education Association, Washington, D.C.

Pub Date 76

Note—47p.

Available from—National Education Association Order Department, Academic Building, West Haven, Connecticut 06516 (\$4.00 paper kit)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affirmative Action, Bibliographies, Check Lists, *Cultural Pluralism, Elementary School Teachers, Elementary Secondary Education, *Equal Education, *Nondiscriminatory Education, Racial Discrimination, *Racism, Resource Guides, Secondary School Teachers, *Sex Discrimination, Teacher Attitudes

The materials are designed to help teachers formulate, plan, and work for multiculturalism in schools. The first part of the unit contains a guide to help elementary and secondary teachers engage in multicultural education and eliminate racism and sexism in the schools. It discusses how teachers can make a difference and helps them assess their own goals, awareness, knowledge, and skills which can contribute to multicultural education. The second part of the unit, "Understanding Multicultural Equality," provides examples of uniculturalism in the schools. This implies the imposition of the values of white male, middle class dominated society. Part three, "Schools and Educators Who Rate," outlines the roles of key groups responsible for developing multicultural schools and furnishes a checklist for rating existing skills and understandings. The Action Guide

in part 4 lists strategies which individuals or groups can use to move beyond unculturalism. The booklet concludes with a bibliography of books and journal articles dealing with sexism and racism. Each of the five parts may be used individually or as an entire unit. The materials compiled in this document are available in kit form from the National Education Association. The kit contains two posters for the classroom that are not contained in the microfiche version. (Author/RM)

ED 144 872 SO 010 299
A Report to the 36th Session of the International Conference on Education in Geneva, Jordan.
 Ministry of Education, Amman (Jordan).
 Pub Date Sep 77

Note—31p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, *Comparative Education, *Developing Nations, Educational Administration, *Educational Development, Educational Finance, *Educational History, *Educational Objectives, *Educational Policy, Educational Practice, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Teacher Education, Vocational Education

Identifiers—Jordan

The educational system of Jordan follows principles set down by law in 1964. Education is compulsory for nine years, free to all students, and available equally to both sexes and all religious groups. Central administrative functions are carried out by the Ministry of Education which administers examinations, recruits teachers, and sets general educational policy. Jordan's 18 educational district directors have responsibility for running schools on a daily basis. Developments of particular importance from 1974-76 include new legislation to clarify responsibility of the Ministry of Education vis-a-vis the district directors, abolition of examinations at the end of the intermediate cycle, increase in the number and type of vocational courses, and improved literacy education. Elementary school curriculum adds religion and embroidery (for girls) to basic subjects and introduces English as a second language in grade four. On the intermediate level, girls study home economics and boys study commercial, industrial, or agricultural subjects. After successful completion of intermediate school, students may enter a general secondary or vocational school. Six teacher education institutes provide training in all academic and vocational subjects offered in elementary, intermediate, and secondary schools. (Author/DB)

ED 144 873 SO 010 300
A Report on Educational Developments in 1975-1976, Greece.

Ministry of National Education and Religion, Athens (Greece).
 Pub Date 77

Note—29p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, Curriculum, Degree Requirements, *Developing Nations, Educational Administration, *Educational Change, *Educational Development, Educational Finance, *Educational History, Educational Legislation, *Educational Objectives, Educational Practice, Educational Programs, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Preschool Education, Program Descriptions, Reports, Special Education, Teacher Education, Vocational Education

Identifiers—*Greece

Examining the educational system of Greece, this publication discusses the reorientation of policy, organization, and curriculum after overthrow of the military regime in July 1974. In accordance with the broader democratic principles set forth in the Greek Constitution of 1975, education is now compulsory for six years, free to everyone on all levels, and accessible equally to both sexes. Additional changes in response to post-1974 legislation include adoption of demotic Greek as the language of curriculum and instruction;

encouragement of ethical, social, and religious development in pre-primary education; adoption of innovations from other countries; division of secondary education into a three-year basic and vocational program and a three-year advanced program; and development of new curriculum and teacher training programs in special education. Teacher training courses and in-service seminars have been lengthened and improved under the new legislation and a Center for Educational Research has been established. The increased demand for higher education led to establishment of the University of Thrace in 1974 and expansion of the 11 other institutions of higher learning. The Ministry of National Education plans further expansion of higher education facilities so that fewer Greek students will have to attend foreign universities. (Author/DB)

ED 144 874 SO 010 313
The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States.

District of Columbia Public Schools, Washington, D.C. Office of Instruction.

Pub Date Jan 77

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Business, Communication Skills, Comparative Analysis, Distributive Education, Elections, Elementary Secondary Education, English Education, Foreign Culture, Health Occupations, Home Economics, Interdisciplinary Approach, *Learning Activities, Music, Politics, *Presidents, Science Activities, *Skill Development, *Social Studies, Student Projects, Teaching Guides

Identifiers—*Carter (Jimmy)

The teacher's guide contains interdisciplinary activities for all grade levels based on the inauguration of President Carter. The first section suggests ways of developing skills and competencies in self-actualization, communication, consumer/producer affairs, social-political values, and mathematical analysis. For example, students are encouraged to collect newspaper articles which illustrate Carter's opinions about how Americans value the sharing of governmental powers. Section two presents activities in nine content areas: business, distributive education, English, foreign languages, health occupations, home economics, music, science, and social studies. Poetry interpretation, writing letters of welcome to the Carter family, simulation of a television interview with members of the First Family or Cabinet members, research about music used in past inaugurations, and comparison of different countries' election processes are among the activities suggested. Teachers are encouraged to team teach the projects using an interdisciplinary approach. A third section contains a list of five books about President Carter and references to current periodicals which discuss political events. (AV)

ED 144 875 SO 010 315
Major Trends in Education in Malawi, 1974-1976.

Ministry of Education, Lilongwe (Malawi).

Pub Date Jul 77

Note—16p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Agricultural Education, *Comparative Education, *Developing Nations, *Educational Development, *Educational History, *Educational Policy, Educational Practice, Educational Problems, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Reports, Tables (Data), Teacher Education, Vocational Education

Identifiers—*Malawi

Since independence from Britain in 1964, the Ministry of Education of Malawi has concentrated on developing a skilled and educated citizenry and on expanding agricultural and technical training. Secondary education was expanded and diversified during the 1960's, a university was established, and a correspondence school was set up to serve the almost 4,000 students who could not be absorbed into existing secondary schools. Training programs made available to adults after 1964 include child care, literacy, health training, auto repair, handicraft,

homecraft, and clerical skills. Improvements on the primary level have centered around increasing the number of teachers to meet the target of 50 students per teacher. Educational policy priorities from 1974-76 stressed expansion in areas of primary, vocational, and agricultural education. New language and arithmetic textbooks for primary school were published and in-service training programs for primary and secondary teachers of language and science were established. The Ministry of Education concludes that its major tasks are to consolidate the improvements already underway on all levels of education, increase the number of boarding schools for girls, improve educational research capabilities, and expand the primary teacher training colleges. (Author/DB)

ED 144 876 SO 010 316
National Report on Development of Education, 1974-1976: Malaysia.
 Ministry of Education, Kuala Lumpur (Malaysia).
 Pub Date 77

Note—25p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Comparative Education, Developing Nations, *Educational Administration, *Educational Development, *Educational Finance, Educational Objectives, Educational Practice, Educational Problems, Elementary Secondary Education, *Equal Education, Foreign Countries, Group Unity, Higher Education, Instructional Media, Teacher Education, Vocational Education

Identifiers—*Malaysia

Education in Malaysia is discussed in terms of administration, structure, objectives, finances, and problems to be solved. Administration is the responsibility of the federal Ministry of Education in cooperation with individual state directors of education. Formal schooling consists of six years of primary, three years of lower secondary, two years of upper secondary, and two years of post secondary education. Colleges and universities provide up to six additional years. Primary education is free, noncompulsory, and follows a common syllabus. Lower secondary students are exposed to prevocational courses as well as academic subjects. In upper secondary school, students are separated into academic (arts or science) or technical/vocational groups. Bahasa Malaysia is the main language of instruction. Major educational objectives include promotion of cultural and national unity, provision of facilities for increasing enrollments, and correction of imbalance between urban and rural education. Amalgamation of small schools and development of residential science secondary schools are helping to meet these goals. The report also discusses teacher education and educational media services. (AV)

ED 144 877 SO 010 317
Spain: Educational Development in 1975-76 and 1976-77.

Ministry of Education and Science, Madrid (Spain).

Pub Date Sep 77

Note—129p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Comparative Education, Educational Administration, *Educational Assessment, *Educational Development, Educational Finance, Educational Improvement, Educational Objectives, Educational Policy, *Educational Practice, Educational Research, Elementary Secondary Education, Higher Education, Special Education

Identifiers—*Spain

This report examines education in Spain during the years 1975 and 1976. The first part of the report evaluates the priority objectives of Spain's education system, examines the quality of teaching at all levels and discusses the system's teaching personnel, administrative, and financial aspects. The development of the school system is treated in part two. Many items are discussed including new orientations in educational policy; teaching methods; future expectations; objectives, aims, content, and organization of education; and special education. Parts three and four treat the investments of the national fund for the principle of equality of opportunities and organization of

educational research. The report concludes with a discussion of the configuration of a new scientific policy and administration and financing. (Author/RM)

ED 144 878 SO 010 318

The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976.

Department of Education, Dublin (Ireland).

Pub Date [77]

Note—24p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Community Education, *Comparative Education, Educational Administration, *Educational Development, Educational Finance, *Educational History, *Educational Policy, Educational Practice, Educational Trends, Elementary Secondary Education, Government Role, Higher Education, Reports, Special Education, Teacher Education, Vocational Education

Identifiers—*Ireland

This publication examines the educational system of Ireland. It discusses the system's legal basis in the Irish Constitution, structure, attendance requirements, primary and secondary school programs, teacher education, special education programs for the physically and mentally handicapped, vocational schools, religious and community schools, school finance, universities, and some major trends in education from 1974-76. Community schools, one recent feature of the Irish educational system, provide comprehensive secondary education for all 12-19 year old pupils in a given area and also make facilities available for adult education and community development projects. Other developments since 1974 include progressive reduction of the pupil/teacher ratio in primary schools, provision of individual curriculum of studies on the secondary level, addition of two colleges to the university system, expansion of special education programs, and creation of 19 teacher's centers to aid inservice teacher training. (Author/DB)

ED 144 879 SO 010 319

Report of the Republic of Cuba to the 36th International Conference on Public Education.

Ministry of Education, Havana (Cuba).

Pub Date 77

Note—58p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Communism, *Comparative Education, Developing Nations, Educational Administration, Educational Change, *Educational Development, *Educational History, Educational Legislation, *Educational Objectives, Educational Philosophy, *Educational Policy, Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Political Influences, Reports, Teacher Education, Vocational Education

Identifiers—*Cuba

The Cuban Ministry of Education relates difficulty in presenting a valid report on education in Cuba from 1974-76 due to major changes instituted in 1975 in the first year of a five-year educational improvement plan. Information presented in the document is the most up to date available, however, and does reflect Cuba's objective to structure education along socialist/communist lines. In accordance with this philosophy, schooling is free to all students, and is integrated with work experience, physical education, political and social activities, and military training. Elementary and secondary educational administration is centralized in the Ministry of Education, which also sets national educational policy. Teacher education programs have been expanded to meet the increasing demand for general and vocational secondary education. In-service education programs have also been expanded to include moral, political, and ideological training to complement the scientific, technical, and pedagogical training stressed in teacher training courses. Although statistics on specific changes in the educational system resulting from the five-

year plan are not yet available, the period 1974-76 can be characterized as one of expanded vocational education, improved teacher education, accountability, social consciousness, increased enrollment, and curriculum development along Marxist-Leninist lines. (Author/DB)

ED 144 880 SO 010 320

National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I—The Organisation and Structure of Education in Malta [And] Part II—Educational Development in Malta 1974-76.

Ministry of Education (Malta).

Pub Date 77

Note—16p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Educational Administration, *Educational Development, *Educational History, Educational Needs, Educational Philosophy, *Educational Policy, Educational Practice, *Educational Trends, Elementary Secondary Education, Equal Education, Foreign Countries, Government Role, Higher Education, Private Schools, Reports, Teacher Education, Vocational Education

Identifiers—*Malta

The paper describes the educational system of Malta which is regulated by the 1964 constitution, a 1974 Education Act, and a Malta Development Plan for the period 1973-80. These documents state that education in Malta will be free to all students, compulsory from ages six to 16, administered by a Minister of Education and a Commission for the Development of Higher Education, and should include non-compulsory religious instruction in Maltese and English up to the secondary level. The period 1974-76 was one of significant educational change in Malta due to the passing of the 1974 Education Act. Major developments include the introduction of kindergarten classes for four-year-olds, addition of Arabic as a compulsory subject in the secondary curriculum, and provision of summer activities and employment for students. The number of trade schools was increased from ten to 15 during the period and the annual timetables of primary, secondary, and technical schools were synchronized. Findings from studies by the University of Malta and the Malta Union of Teachers indicate that research on attainment levels and learning attitudes is needed as part of a general government documentation service. (Author/DB)

ED 144 881 SO 010 321

Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems.

Ministerio de Educacion, Lima (Peru).

Pub Date 77

Note—41p.; Reports presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, Curriculum, *Developing Nations, Early Childhood Education, Educational Administration, *Educational Change, *Educational Development, Educational Finance, Educational Legislation, Educational Practice, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Dissemination, Information Networks, Information Services, Information Sources, Information Systems, School Organization, Teacher Education, Vocational Education

Identifiers—*Peru

These two documents describe developments and methods of information dissemination which have contributed to strengthening educational reform in Peru since 1972. Educational developments discussed include: (1) decentralization of school administration with increased community participation; (2) a policy calling for the implementation of educational technology; (3) experiments in the area of student guidance and welfare; (4) a new organizational structure for the

schools closely related with the new integrated curriculum; (5) the creation of a civil service career in the field of education; (6) early childhood education; (7) expansion of the upper schools of professional education; and (8) a four year cycle of teacher retraining. Innovations in the design of school structures, particularly the rural ones, have been implemented. Dissemination of information in this widely changing field of education is effected nationally through the educational information services, through library and documentation centers, and through organizations at the provincial level. A description of services, types of users, and a listing of Peru's numerous educational journals are included. Methods and results of the "Diagnosis of Documentation Services" study are provided. (KC)

ED 144 882 SO 010 322

Major Trends in Norwegian Education 1974-76: National Report.

Ministry of Church and Education, Oslo (Norway).

Pub Date 76

Note—31p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, *Comparative Education, Continuous Learning, Educational Alternatives, Educational Development, Educational Innovation, *Educational Legislation, *Educational Policy, Educational Practice, Educational Problems, Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Normalization (Handicapped), Post Secondary Education, Preschool Education, Regional Schools, Regular Class Placement, Vocational Education

Identifiers—*Norway

Norway's educational policy is determined by the Ministry of Church and Education, although advisory councils extend to all levels including the regional. Recent legislation passed by the Storting, the country's national assembly, characterizes educational trends. The Preschool Act calls for the expansion of facilities to provide for day care and kindergarten children. The Revised Primary School Act places emphasis on the integration of all students, including the physically and psychologically handicapped, into the compulsory nine year school. Innovation in Further Education Schools is guided by the Upper Secondary Education Act. Beyond the compulsory level three tracts may be followed: general education, vocational education, or a combination of the two. Some courses offered are maritime and fishery, trade and industry, agriculture, and social sciences and health. Education beyond this level extends to regional colleges, which have diminished the pressure on universities by offering shorter college courses adjusted to the needs of society. The first Adult Education Act in 1977 commits Norway to the principle of life-long learning. Experiments for external education are focused on finding occupations in trade and industry for those youth who are "misfits" in the educational system. Allocations for research are granted through the Ministry of Education and the National Research Council. Problems within the educational system include financial ones as well as the public's lack of understanding of the government's educational policy. (KC)

ED 144 883 SO 010 323

A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76.

Secretariat of Education, Tripoli (Libya).

Pub Date Jul 77

Note—33p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977); Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Comparative Education, *Developing Nations, *Educational Development, *Educational History, Educational Legislation, Educational Objectives, Educational Planning, Educational Practice, Educational Programs, Elementary Secondary Education, Government Role, Literacy Education, Religious Education, Social Influences, Special Education, Tables (Data), Teacher Education, Vocational Education

Identifiers—*Libya

The educational system of Libya is based upon principles set down in the constitution of 1969 and revised by a philosophy of education document in 1974. In accordance with these principles, education is compulsory on the primary and intermediate levels, free on all levels, and should be in accordance with national political and religious objectives. The Minister of Education has the responsibility for regulating school entry requirements, curriculum, examinations, the school calendar, and for coordinating local development plans with governmental decrees. The educational system consists of six years of primary education, three years intermediate study, and three years selective secondary study in literary, scientific, or technical fields. An Islamic religious education program parallels the general education ladder in stages, but stresses religious instruction and Arabic language. Educational policies since 1974 have stressed the national objective of raising the social and economic standard of Libyan citizens. Educational methods and teaching materials have been modernized in fields of vocational education, in-service education for teachers, and teacher training institutes. Particular efforts have been made by the Minister of Education to increase the number of special education and adult literacy programs, and to encourage girls to continue their education beyond the compulsory primary and intermediate levels. (Author/DB)

ED 144 884 SO 010 324
Development in Education in Bangladesh 1975-77:
A Country Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 77

Note—29p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Comparative Education, *Developing Nations, Educational Administration, Educational Development, Educational Facilities, Educational Practice, *Educational Problems, Elementary Secondary Education, Family Planning, Foreign Countries, Higher Education, *Illiteracy, *Nonformal Education, Population Education, *Rural Education

Identifiers—*Bangladesh

The report on education in Bangladesh summarizes educational trends since 1971 and objectives of the first five year plan (1973-78). Population growth and illiteracy are the two major national problems. During the liberation war many students left schools to join the army, and most school buildings were either demolished or closed down. Thus, immediate tasks for education involve reopening schools to provide minimum physical facilities, and defining the function of education in the changed sociocultural context. Strategies for national educational development include integration of education with rural development, promotion of nonformal education, and introduction of population education. Efforts to eliminate illiteracy are aimed mainly at the adult population. Attitudes must be changed to accept technological development; literacy programs must encourage self-reliance and introduce technological innovation. Nonformal and community education programs stress these needs. In the schools, Bangla has replaced English as the language of instruction, but textbooks are not readily available in Bangla. Reorganization of the overly centralized system of educational administration is needed. (AV)

ED 144 885 SO 010 325
Education in India 1974-1976. Publication No. 1108.

Ministry of Education and Social Welfare, New Delhi (India).
Pub Date 77

Note—66p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Comparative Education, Curriculum, *Developing Nations, Educational Administration, *Educational Development, Educational Finance, Educational Legislation, *Educational Policy, Educational Practice,

Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Preschool Education, School Organization, Teacher Education, Vocational Education

Identifiers—*India

This report, stressing India's National Policy on Education (1968), discusses the structure and content of India's educational system. This policy promotes education as a powerful instrument of social and economic change. It provides for the implementation of universal and free compulsory education; agricultural, technical, and adult education; work experience programs; and national service programs. Science education and research are stressed. Above all, a uniform educational structure is advocated. Under this plan, ten years of schooling are followed by a two year stage of either academic or vocational education. The academic tract then continues to a three-year degree program. Administration, financing, promotion practices, curricula, and teacher education are discussed in Part I. Part II includes discussions of new legislation, nutritional services for preschool children, and programs for youths and adults. New developments in primary, secondary, higher, technical and teacher education programs are explained. Official publications related to education are listed and a chart illustrates the educational structure. (KC)

ED 144 886 SO 010 326
Austria: Organization of Education in 1975-77.

Ministry of Education and Arts, Vienna (Austria); Ministry of Science and Research, Vienna (Austria).

Pub Date 77

Note—63p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977); For a related document, see ED 084 221; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Bibliographies, *Comparative Education, Early Childhood Education, Educational Administration, *Educational Development, *Educational History, *Educational Legislation, Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Home Economics Education, Medical Education, Social Influences, Teacher Education, Vocational Education

Identifiers—*Austria

Most recent educational developments in Austria are a direct result of the School Organization Act of 1962. This act, together with its five amendments, contains general provisions concerning school organization and specific regulations for types of schools, conditions of admission, syllabuses, course duration, and student teacher ratios. The Federal Ministry of Education and Arts was entrusted by the Act with administration, school inspection, and coordination of provincial and national activities. School attendance is compulsory until the age of 15 years. Specializations offered at the selective upper secondary level are college preparatory, technical, general, and teacher training. Tuition is not charged for higher education in 12 universities, six arts universities, and numerous technical colleges. Programs are also sponsored by the government in preschool education, remedial training for handicapped students, vocational training for boys, and domestic science for girls. Medical and teacher education were standardized in 1975 in the first stage of a general scholastic reform. The document lists over 330 German language sources of information on topics such as educational theory, history, policy, practice, and environment. (Author/DB)

ED 144 887 SO 010 327
Development of Education in Qatar (1975/76 and 1976/77).

Ministry of Education and Youth Welfare (Qatar).

Pub Date Aug 77

Note—28p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977); Some parts may be marginally legible due to print quality of the original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Comparative Education, *Developing Nations, Educational Administration, *Educational Development, Educational Finance,

*Educational History, Educational Objectives, Educational Policy, Educational Practice, Educational Programs, Educational Trends, Elementary Secondary Education, Higher Education, Language Instruction, Tables (Data), Teacher Education, *Technological Advancement, Vocational Education

Identifiers—*Qatar

The national educational system of Qatar was established in 1956, when the discovery of oil provided a financial base for educational expansion. The government provides free education from primary school through the university and has stressed a system of incentives for students rather than declaring education compulsory on any level. Four types of education are offered: (1) general education comprises primary, preparatory, and secondary levels; (2) specialized education offers vocational, commercial, teacher training, and religious instruction; (3) university education offers a four-year course through the Faculty of Education; (4) in-service education programs offer Arabic, French, English, and public administration courses to government employees. The government has exerted great effort since 1975 to insure that Qatar's system of education will reinforce Islamic values in addition to imparting scientific and technical knowledge. Curriculum and textbooks are constantly revised and updated, and audio-visual aids are being introduced. Teachers and administrators are offered in-service courses through the Faculty of Education. The government cooperates with UNESCO in setting up sports programs for students, identifying and training talented students, and in establishing specifications for new school construction. Educational planning and research are coordinated by a committee established in 1974 by the Ministry of Education. (Author/DB)

ED 144 888 SO 010 328
Development of Education in Japan, 1974-1976.

Ministry of Education, Tokyo (Japan).

Pub Date 77

Note—26p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Admission (School), *Comparative Education, *Curriculum Development, Developed Nations, *Educational Administration, Educational Finance, Educational Practice, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Private Schools, Vocational Education

Identifiers—*Japan

Organization and recent trends in education in Japan are discussed. Part one of the report describes administration, structure, and curriculum. The central education authority is the Ministry of Education, Science and Culture. Matters of policy and finances are administered by boards of education on prefectural and municipal levels. Elementary and lower secondary school is compulsory starting when a child is six; upper secondary education can be obtained through full-time, part-time, or correspondence study. Tables outline required courses for each of the three levels. Interestingly, all female students must take four credits of general homemaking. New developments in education during 1974-76 are reviewed in part two of the report. Curriculum change is underway, involving updating of textbooks in order to incorporate humanitarian and civic responsibility in elementary and secondary courses. Trends in higher education include expansion of enrollment capacities of existing colleges; establishment of financial assistance to private schools; and creation of special training schools in areas such as public health, agriculture, and business. (AV)

ED 144 889 SO 010 329
Educational Development in Finland, 1974-1976.

Ministry of Education, Helsinki (Finland).

Pub Date 77

Note—64p.; Not available in hard copy from EDRS due to small type size of original document; Report presented to International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Curriculum, Developed Nations, Educational Administration, *Educational Change, *Educational

Development, Educational Finance, Educational Legislation, *Educational Policy, Educational Practice, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, School Organization, Teacher Education, Vocational Education
Identifiers—*Finland

Part I of this report outlines the organization and structure of all levels of education in Finland. Part II traces the development of education from 1974-76 regarding policy, legislation, and educational research. Principles, admission requirements, curricula and financing of compulsory, secondary and higher education are described. The basic structure comprises nine years' compulsory education followed by senior secondary or vocational and technical schooling. Both tracts may lead to institutes of higher learning. At the compulsory level free materials, health services, and school meals are provided. Decisions on educational policy are handled on a national level and administered on provincial and municipal levels. Adult education, "folk high schools" and workers' institutes are described as other forms of formal education. Educational developments aim at a smooth transition between secondary and higher education, both administratively and educationally. Changes in higher education relate to degree reform and regional development of higher education. New legislation calls for the promotion of vocational education. Teacher training has been transferred into institutes of higher learning. Charts illustrate the structure of the educational system, the distribution of student population, and the allocation of funding. (KC)

ED 144 890 SO 010 331
The Educational Movement in France 1974/1976.
Ministry of Education, Paris (France).
Pub Date [77]

Note—21p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Comparative Education, Curriculum, *Educational Administration, *Educational Development, Educational Practice, *Educational Trends, Elementary Secondary Education, Equal Education, Foreign Countries, Global Approach, Higher Education, Relevance (Education), Research Needs, Student Needs, Textbook Evaluation
Identifiers—*France

Educational policy in France emphasizes international and global relationships as well as relevance of education to students' and society's needs. Educational priorities include increasing school attendance of two to four-year-olds, limiting class size to 35, and equalizing enrollments between urban and rural areas. There are three levels in the public education system: primary, intermediate, and secondary (lycée). The objective of primary education is to develop basic social and academic skills in students from six to 11 years old. Technological or pre-professional instruction is introduced on the four-year compulsory intermediate level. Graduates of a selective three-year lycée program may receive degrees of college preparatory baccalaureat, diploma of professional studies, or technician's diploma. Recently, universities and other institutions of higher education have endeavored to train students in public service responsibilities as well as academic knowledge and have instituted a degree in general university studies to meet this need. Educational research has focused on teacher training, interdisciplinarity of the sciences, and the nature of the school as a microcosm. Standardization of primary school curriculum and resultant textbook changes are ongoing programs of development. Future plans include increasing the role of preprimary schools and individualizing instruction on all levels. (AV)

ED 144 891 SO 010 332
Educational Development in Thailand (1974-1976).

Ministry of Education, Bangkok (Thailand).
Pub Date May 77

Note—31p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Curriculum, *Developing Nations, Educational Administration, *Educational Change, *Educational Development, Educational Finance, Educational Legislation, *Educational Policy, Educational Practice, Educational Research, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Preschool Education, School Organization, Teacher Education, Vocational Education
Identifiers—*Thailand

This report describes Thailand's National Education Scheme which was designed to stabilize conditions resulting from frequent changes in the government during the years 1974-76. The general objectives of the scheme are: (1) to promote the appreciation of a constitutional democracy using the nation; (2) to enhance an awareness of being Thai through establishing pride in the Thai culture; and (3) to encourage the exercise of rights and freedom within legal limits. Functions of educational administration at the national, provincial, and municipal levels are described. The structure, organization, and curricula of the present 6-3-3 system are outlined. New policies include seven years' compulsory education, aid to needy students, expansion of school facilities, vocational and agricultural training, out-of-school training, and improved teacher training. Descriptions of new legislation and financial procedures are included. (KC)

ED 144 892 SO 010 333
International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976. Report from New Zealand.
New Zealand Dept. of Education, Wellington.

Pub Date 77

Note—22p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Comparative Education, Counseling Services, Curriculum Development, Educational Administration, *Educational Development, Educational Finance, *Educational History, Educational Legislation, Educational Philosophy, *Educational Policy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Government Role, Higher Education, Preschool Education, Special Education, Teacher Education
Identifiers—Multicultural Education, *New Zealand

The educational system of New Zealand is based upon principles set down in the Education Act of 1964 and the Universities Act of 1961. Public education is free, coeducational, secular, and compulsory between the ages of six and 15 years. A number of private and religious organizations also offer primary and secondary education in compliance with governmental standards. Children under the age of five years may attend free or private kindergartens, play centers or child care centers. Control and management of state primary schools are the responsibility of 10 Education Boards which operate under the Department of Education. Secondary schools are generally controlled by local boards. The University Grants Committee sets higher education degree requirements and recommends allocation of funds from Parliament for university education and research. All levels offer basic and compulsory subjects which are set by national committees comprised of educators and lay people. Three year teacher education programs are offered at eight teachers colleges. Development of education from 1974-76 stressed adult, early childhood and community programs, safeguarding the special character of private schools, awareness of Maori language and culture, flexibility of secondary school programs, and expansion of research and information services. (Author/DB)

ED 144 893 SO 010 334
The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.
Ministry of Education, Riyadh (Saudi Arabia).

Pub Date 77

Note—25p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Curriculum Development, *Developing Nations, Educational Change, *Educational Development, Educational Finance, *Educational History, *Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Higher Education, Literacy Education, Special Education, Tables (Data), Teacher Education, Vocational Education
Identifiers—*Saudi Arabia

The educational system of Saudi Arabia underwent significant changes from 1974-76 in areas of teacher education, modernization of curriculum and instruction on elementary and secondary levels, and in expansion of higher education facilities. Reasons advanced by the Ministry of Education for these changes include an increase of funds for educational purposes, realization of new school building construction as part of Saudi Arabia's five-year development plan (1974-79), and increased interest in curriculum development for girls and special education students. Teaching methods and equipment which were adapted or borrowed from Egypt, the United States, and UNESCO include a reading machine for the blind, teacher training in physiotherapy, and curriculum subject area film series. Two universities and a Center for Oriental Studies were established in 1976 and regulations for post graduate studies at the University of Riyadh were changed to conform to western standards. Changes in secondary and intermediate education center around the introduction of modern science and mathematics, integration of mechanics with physics, increase in guidance and counseling services to girls, and expansion of school lunch and medical services. A Regional Office of Education was established in 1976 to co-ordinate cultural and educational affairs of the Arab Gulf States. (Author/DB)

ED 144 894 SO 010 358
Development of Education in Iraq during 1974/75 and 1975/76.

Ministry of Education, Baghdad (Iraq).

Pub Date Jul 77

Note—51p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977); Annexes A1, A2, and B may not reproduce clearly due to small type size

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Adult Education, *Comparative Education, Curriculum Development, Early Childhood Education, Educational Administration, *Educational Development, Educational Finance, *Educational History, Educational Legislation, *Educational Programs, Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Reports, Tables (Data), Teacher Education, Vocational Development
Identifiers—*Iraq

The document describes educational development in Iraq during the period 1974-76. General principles upon which the educational system is based were set down at a Congress of the Arab Ba'ath Socialist Party in 1974. According to these principles, education is compulsory on the primary level, free on all levels, administered by a reorganized Ministry of Education, and includes vocational education. The system is organized into two years of kindergarten, six years of primary school, and six years of secondary school. The secondary program is divided into three years of basic studies followed by three years of specialization in academic or vocational subjects. Higher education is presented in technical institutes, colleges, and universities. Teachers are trained at specialized institutes as well as at Iraq's numerous colleges of education and they are offered a variety of in-service courses once they are working in the field of education. Policy orientations following the socialist reorganization in 1974 include efforts to bring the educational system into harmony with national political objectives, quicken the pace of educational development, stress science and technology, provide equal opportunities for women, and increase the number of literacy programs available to adults. (Author/DB)

ED 144 895 SO 010 360
Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.
Standing Conference of Ministers of Education and Culture of the Laender, Bonn (West Germany).

Pub Date 25 Apr 77

Note—13p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, Counseling Services, *Educational Development, Educational Finance, *Educational History, *Educational Legislation, Educational Policy, *Educational Practice, Educational Trends, Elementary Secondary Education, Equal Education, *Foreign Countries, Higher Education, Reports, Scholarships, Student Teacher Ratio, Teacher Education, Vocational Education
Identifiers—*West Germany

A General Plan for Education in the Federal Republic of Germany was adopted in 1973. Priority areas for development in the plan are vocational education, counseling services, scholarships for secondary and university students, special education programs, and an improvement in the pupil/teacher ratio on the primary level. Developments in the field of education from 1974-76 are reviewed and integrated into a discussion of a phased five-year educational plan for 1973-78. Of paramount importance in this Five Year Plan is an expansion of the financial base to provide equal educational opportunities for an ever-increasing number of secondary and university students. Uniform requirements for the secondary school graduation examination (Abitur) have been established in biology, chemistry, physics, mathematics, German, English, French, Latin, Greek, civics, art, music, theology, and physical education. A Higher Education Framework Act was passed in 1976 to govern general reorganization of higher education, curriculum, admission requirements, examinations, and staff categories. The main objective of the act is to coordinate activities of universities, teacher training institutes, art academies, and specialized institutes. The main developments in educational research during the period under review have been research accompanied school and model experiments in all subjects financed jointly by the Federal and regional governments and research to establish national testing norms. (Author/DB)

ED 144 896 SO 010 363
Development of Education in Bahrain (1975-1976).

Ministry of Education (Bahrain).

Pub Date Aug 77

Note—15p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Comparative Education, *Curriculum Development, *Educational Administration, *Educational Development, Educational Legislation, *Educational Policy, Educational Practice, Educational Trends, Elementary Secondary Education, Enrollment, Foreign Countries, Illiteracy, Inservice Education, Instructional Media, Teacher Education, Vocational Education
Identifiers—*Bahrain

Educational policy in Bahrain during the period 1974-76 stressed expansion to include all school age children, curriculum development to keep abreast of social change, increased efficiency of educational administration, construction of new school buildings, and eradication of illiteracy. The three levels of the educational system are primary (ages six-11), intermediate (ages 12-13), and secondary (ages 14-16). Secondary education includes general (arts and science), vocational, and commercial courses. In a discussion of developments since 1974, the following innovations are mentioned. Two-year training courses to certify primary school teachers were developed, and training abroad was offered to teacher trainers. Special training courses for teachers familiarized them with uses of educational films and slides. Emphasis was placed on inservice training in the field of educational administration. To help combat illiteracy, 18 new programs were instituted for adults and new reading books were printed. Four public libraries opened in different parts of the country, and mobile units visited outlying regions. (AV)

ED 144 897 SO 010 364
Educational Activities in Turkey (1974/1975-1975/1976).

Ministry of National Education, Ankara (Turkey).

Pub Date 77

Note—25p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977); Some parts may be marginally legible due to print quality of the original document.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, *Comparative Education, *Curriculum, *Educational Administration, Educational Finance, Educational Legislation, *Educational Objectives, Educational Practice, *Educational Trends, Elementary Secondary Education, Foreign Countries, Higher Education, Human Dignity, Research Needs, Teacher Education, Vocational Education

Identifiers—*Turkey

Education in Turkey emphasizes civic and moral responsibility in accordance with Attaturk's reforms and Turkish nationalism. It is available to all citizens regardless of race, sex, religion or economic status and promotes life-long learning through mass media methods. The educational system includes primary, secondary (middle and lycee), and higher education levels. Primary education is compulsory, free, and lasts five years. The three-year secondary level presents general, vocational, and technical subjects. Four separate programs prepare students for higher education in the areas of language and literature, social sciences and economics, math and physics, or natural sciences. Tables showing required courses and units of credit illustrate the curriculum options at this secondary level. Teacher training for all levels is presented in two-year and four-year institutes and in university post-graduate study programs. Recent educational developments include availability of higher and adult education through mass media, and programs for children of Turkish citizens abroad. Between 1974 and 1976, the number of teacher training institutes increased significantly. Among research priorities is the study of factors affecting the educational process. (Author/AV)

ED 144 898 SO 010 365
Federal Republic of Nigeria: Report on Major Trends in Education.

Federal Ministry of Education, Lagos (Nigeria).

Pub Date [77]

Note—15p.; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Colonialism, Community Development, *Comparative Education, *Developing Nations, *Educational Development, *Educational History, Educational Needs, Educational Objectives, *Educational Policy, Educational Practice, Educational Trends, Elementary Secondary Education, Government Role, Higher Education, Illiteracy, Political Influences, Reports, Socioeconomic Influences, Teacher Education

Identifiers—*Nigeria

Recent educational developments in Nigeria reflect an attempt to replace British colonial influences with a system more suited to the needs of the Nigerian people. In accordance with the objectives of redefining educational values and practices, a new national educational policy was established in 1973 to emphasize lifelong learning, community needs, modern instructional techniques, and work/study programs. To implement these programs, financial allocations for education have been increased each year since 1972 and are distributed by the Federal Ministry of Education in such a way as to insure uniformity of standards and conditions in all areas and on all levels. The six-year primary education program is free and universal from the age of six and is expected to be compulsory by 1979. The five-year secondary system, two-year advanced secondary program, and university programs are being broadened to ensure equality of access for all students. Teacher education has been given high priority since 1974, at which time an emergency teacher training program was instituted to produce 163,000 additional teachers to meet universal primary education goals. A shortage of trained teachers, however, remains one of

Nigeria's major educational problems, along with widespread illiteracy, structural imbalance between primary and secondary levels, and dearth of vocational and special education programs. (Author/DB)

ED 144 899 SO 010 366
Singapore National Report. 36th Session of the International Conference on Education.

Ministry of Education (Singapore).

Pub Date [77]

Note—20p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Education, *Curriculum, Educational Administration, Educational Assessment, *Educational Development, Educational Finance, *Educational Policy, Educational Practice, Elementary Secondary Education, Equal Education, Higher Education, Relevance (Education), Teacher Education
Identifiers—*Singapore

Education in Singapore is centrally controlled by the Ministry of Education and is financed almost entirely by the government. Boys and girls have equal access to education, and most of the primary and secondary schools and junior colleges are coeducational. There is complete freedom of choice of language of instruction: Malay, Chinese, Tamil, or English. Channelling into practical courses is carried out at primary and secondary levels to enable less academically inclined pupils to become employable when they leave school. Since 1976, automatic promotion in primary school has been abolished. In its place there is now a system of regular grade level assessment for promotion or retention. Secondary education offers courses in technical, academic, and commercial fields. Teacher training requirements vary according to the level of teaching to be performed. Preservice training programs are required. Training abroad is available in Australia, New Zealand, Japan, Russia, England, and the United States. (Author/AV)

ED 144 900 SO 010 367
Educational Developments during the Years 1974 to 1976. Imperial Government of Iran.

Institute for Research and Planning in Science and Education, Teheran (Iran).

Pub Date Sep 77

Note—21p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Comparative Education, *Curriculum Development, *Educational Administration, *Educational Development, Educational Finance, Elementary Secondary Education, Foreign Countries, Higher Education, Literacy, Minority Groups, Teacher Education, Vocational Education

Identifiers—*Iran

Since the Imperial decree in 1974, Iran has been engaged in implementing an educational policy which promotes equal educational opportunities for all its children. On the primary level, free education and one free meal daily has created an increase in enrollments in rural areas. Religious minorities, who receive free education, are allowed to operate their own institutions under government protection. All educational planning, curriculum development, and publication and distribution of books for pre-university education are centralized under the Ministry of Education. However, local councils are encouraged to participate in educational administration. The Ministry of Science and Higher Education oversees all higher education, although curriculum is developed by university faculty. Recent changes in the structure of Iranian education include a division of secondary education into science/mathematics and human sciences in the first year, followed by three years of math/physics, science, culture and literature, or economics and social studies. Admission to universities involves a competitive national entrance exam, consideration of secondary school grades, and, for some universities, personal interviews. (Author/AV)

ED 144 901 SO 010 369**Report on Educational Developments, 1974-1976.****Mauritius.**

Ministry of Education and Cultural Affairs (Mauritius).

Pub Date [77]

Note—10p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Programs, *Comparative Education, *Developing Nations, Early Childhood Education, Educational Administration, *Educational Development, Educational Finance, *Educational History, Educational Objectives, Educational Practice, *Educational Programs, Educational Television, Elementary Secondary Education, Government Role, Higher Education, Reports, Vocational Education

Identifiers—*Mauritius

Educational development in Mauritius is directed by a Minister of Education and Cultural Affairs in conjunction with a government appointed advisory board. Education is the largest single item in the national budget and comprises 25% of estimated annual expenditure for 1977-8. The primary education system serves 92% of the primary school age population. The teacher pupil ratio is 1:27 and promotion from grade to grade is automatic with a comprehensive exam administered at the end of the sixth year. Elementary science and civics have been introduced into the curriculum on an experimental basis. Secondary education offers a broad base core curriculum of academic subjects for the first two years, followed by a scientific, technical, or commercial specialization. The University of Mauritius offers courses in agriculture, administration, and technology. Conscious of the need for continued improvement of the educational system, the government set up a Five Year Plan for 1975-80. Objectives of the Five Year Plan are: (1) democratization of the educational system; (2) balance of facilities between urban and rural areas; (3) curriculum diversification; (4) institution of lifelong learning programs; and (5) adjustment of the educational system to meet manpower requirements. (Author/DB)

ED 144 902 SO 010 370**Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education.**

Ministry of Education, Khartoum (Sudan).

Pub Date [77]

Note—58p.; Not available in hard copy from EDRS due to poor reproducibility of original document; Report presented at International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Tests, Agricultural Education, *Comparative Education, Curriculum Development, Design Crafts, *Developing Nations, Educational Administration, *Educational Development, *Educational History, Educational Legislation, Educational Objectives, Educational Philosophy, Educational Policy, *Educational Practice, Educational Problems, Elementary Secondary Education, Equal Education, Foreign Countries, Higher Education, Home Economics Education, Relevance (Education), Religious Education, Reports, Teacher Education, Vocational Education

Identifiers—*Sudan

The educational system of the Republic of the Sudan is organized and supervised by the Ministry of Education in accordance with principles set down in the Proposed General Education Act of 1976. According to this legislation, education in government schools is free but not compulsory, strictly selective, offered to children who have reached the age of seven, and generally provided to boys and girls in separate schools. Most children under seven years of age attend Koranic schools, although some kindergarten and nursery programs exist in the larger towns. Six years of general education are provided in the primary schools, followed by an additional three years of general courses for children who pass an examination. Higher secondary education programs,

which range from two to four years duration, are offered in general studies, technical, vocational, commercial, home economics, and handicraft subjects to those who pass the entrance examination. All types of higher secondary education certificates qualify students for entrance to the university and other institutes of higher education. Priority areas for educational development since 1974 are universal basic education for children and adults, correlation of education to environment and national development, modernization, equal opportunity to both sexes in all regions of the country, and expansion of teacher education. The major drawback to reform in these areas is lack of funds. (Author/DB)

ED 144 903 SO 010 371**The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs.**

Advisory Commission on International Educational and Cultural Affairs, Washington, D.C.

Pub Date 30 Jun 77

Note—81p.; Not available in hard copy from EDRS due to poor reproducibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (price not available)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Cultural Activities, Cultural Awareness, Cultural Interrelationships, Educational Development, Educational Finance, Educational History, Educational Needs, *Evaluation, Exchange Programs, Foreign Countries, Futures (of Society), Global Approach, Government Role, *International Education, *Policy Formation, *Program Descriptions, Public Opinion, Reports, *World Affairs

The annual report on educational programs administered by the Advisory Commission on International Education and Cultural Affairs updates the activities summary to June, 1977 and summarizes Commission recommendations on funding, exchange programs, commission organization, and other ongoing programs. The report is presented in six sections. Section I presents recommendations, including that the State Department increase appropriations for international education, the President fill commission vacancies, and Congress begin hearings on establishment of a Western Hemisphere Center. Section II outlines appropriation and organizational problems. Section III considers exchange programs with the Middle East, Africa, and China; cultural relations with Canada; U.S. support of UNESCO; implementation of the Helsinki Agreement; and international athletic programs. In section IV, commission membership and related matters are discussed, including meetings and activities of individual members. The future of the Commission as an advisory board is probed in Section V, based upon the assumption that the United States Information Agency and State Department cultural exchange activities will be amalgamated. The final section is made up of appended material such as reports, recommendations, and other statements issued by, or on behalf of, the Commission. (Author/DB)

ED 144 904 SO 010 372**Values Concepts and Techniques.**

National Education Association, Washington, D.C.

Pub Date 76

Note—312p.

Available from—NEA Order Department, The Academic Building, West Haven, Connecticut 06516 (\$5.75 paperback)

Document Not Available from EDRS.

Descriptors—Cultural Pluralism, Elementary Secondary Education, Environmental Education, Essays, Ethical Instruction, *Fundamental Concepts, Futures (of Society), Health Education, *Humanistic Education, *Moral Development, Music Education, School Role, Social Studies, Teacher Role, *Teaching Methods, *Teaching Techniques, *Values, Vocational Education

Identifiers—*Values Education

This book contains 29 articles for elementary and secondary teachers dealing with fundamental concepts and teaching techniques in values education. Part one of the book deals with concepts. Louis E. Rath examines valuing and its relation-

ship to freedom and intelligence. The cognitive developmental approach to moral education is discussed by Lawrence Kohlberg. Sidney Simon and Polly deSherbinin discuss the aims of and teaching methods used in values clarification exercises. Other topics discussed in part one include values education in a confluent social studies curriculum and how the schools and society are often barriers to values education. Part two, which comprises two-thirds of the book, deals with teaching techniques. Jack Fraenkel discusses how to analyze value conflict. How to conduct moral discussions in the classroom is examined by Barry Beyer. Mary Yanker discusses humanizing through value clarification. Other areas treated include values clarification vs. indoctrination, values and health education, pop music and values clarification, and multiculturalism in moral education. The book ends with an interview with Alvin Toffler on the role of the future and values in education and with a discussion by Lawrence Senesh of the challenge of value commitment. (Author/RM)

ED 144 905 SO 010 374

Marsden W. E.

Evaluating the Geography Curriculum. Geography for Teachers Series.

Pub Date 76

Note—312p.

Available from—Oliver and Boyd, A Division of Longman Inc., 72 Fifth Avenue, New York, New York 10011 (\$6.75 paperback)

Document Not Available from EDRS.

Descriptors—Comparative Education, *Curriculum Evaluation, *Curriculum Planning, Educational Improvement, Educational Objectives, Educational Theories, Educational Trends, Elementary Secondary Education, Evaluation Criteria, Geographic Concepts, Geography, *Geography Instruction, Higher Education, Learning Theories, *Skill Development, Social Studies, Social Studies Units, Teacher Education, *Teaching Skills, Test Construction, Testing

Identifiers—Blooms Taxonomy of Educational Objectives

The book relates rational curriculum planning to the field of geography. Intended as an aid to geography teachers and teachers in training as they reconstruct geography syllabi, the book emphasizes the need to evaluate what goes into as well as what comes out of the geography curriculum. Section I identifies aims and objectives of geographic education, such as personal autonomy, social utility, development of intellectual skills, and selected objectives from Bloom's Taxonomy of Educational Objectives. Section II describes the role of geography in the school curriculum and in the spectrum of knowledge, presents an historical overview of the changing nature of academic geography, and summarizes guidelines for teacher behavior which encourage pupil learning. In section III, the purposes and techniques of assessment are defined and an historical perspective on examinations is presented. Assessment instruments include essays, multiple-choice tests, and structured questions. Objectives, advantages, disadvantages, and characteristics are elaborated for each type. Examples are given. The final section translates regional, systematic, concept, and topic based geographic theories into methods of structuring geography syllabi. Examples of course units and strategies for long-term curriculum planning are given. (Author/DB)

ED 144 906 SO 010 375

Inkeles, Alex, Ed.

Annual Review of Sociology, Volume 3, 1977

Annual Reviews, Inc., Palo Alto, Calif.

Pub Date 77

Note—453p.

Available from—Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 (\$17.00, hard cover)

Document Not Available from EDRS.

Descriptors—Demography, Essays, Family (Sociological Unit), Job Satisfaction, Mobility, Personality, Political Socialization, Research Methodology, Research Reviews (Publications), Social Relations, *Social Science Research, Social Stratification, Social Structure, *Sociology, State of the Art Reviews, Technology, *Trend Analysis

Identifiers—China, Poland, USSR

This book contains 15 articles reviewing significant developments in sociology in 1977. The first paper discusses the major trends and research evidence on the relationship between work-related technology and job satisfaction. A review of research dealing with social crisis and disaster is presented in the next article. The third paper reviews measurement in social stratification. Trend studies which use a survey sample and census data, an overview of family interaction literature, and methods for modeling the structure of relationships among variables with systems of equations are treated in the next three papers. The seventh article examines mortality trends. The eighth looks at the social structure of Mainland China. Surveys of the current state of the field of political socialization, of empirical and theoretical investigations conducted by symbolic interactionists, and of research in the areas of socialization and personality are presented. The last four papers deal with mobility and stratification in Russia, recent trends in Polish sociology, demography and the family, and the study of slavery. (Author/RM)

ED 144 907

SO 010 377

Peterson, Evan T.

Changes in the Adolescent-Parent Relationship according to Sex Role.

Pub Date Apr 77

Note—16p.; Paper presented at Annual Meeting of the Western Social Science Association (Denver, Colorado, April 21-25, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Adolescents, *Changing Attitudes, Comparative Analysis, Elementary Secondary Education, Fathers, Mothers, Parent Attitudes, *Parent Child Relationship, Parent Influence, *Parent Role, Sex Role, *Social Change, Social Science Research

The study examined changes that have taken place between 1968 and 1976 in terms of adolescent-parent relationships as defined by the interest in and control over adolescents by parents. Also, a comparison was made of the different ways in which young girls and boys are socialized. Questionnaire responses from 7,810 adolescents in 46 high schools collected in 1968 were compared with responses from 7,508 adolescents in 52 schools in 1976. All major regions of the country were represented. The questionnaires contained scales of paternal control, maternal control, paternal interest, and maternal interest. Control referred to parental attempts to modify children's behavior in accordance with predetermined standards of conduct. Interest referred to degree of parental concern for their children. Results showed an increase in both interest and control in 1976. Consistently, the mother was seen to display greater interest and control than the father, regardless of the child's sex. In 1976, there was a greater difference in parents' levels of interest and control over boys as opposed to girls than there was in 1968. This may be due to parental concern about recent developments such as sexual permissiveness and the drug subculture. (Author/AV)

ED 144 908

SO 010 378

Spreadbury, Connie

Predictors of Attitudes toward Childlessness.

Pub Date [77]

Note—15p.; Paper presented at Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 31-April 2, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attitudes, *Children, College Students, Family Life, *Family Planning, Higher Education, *Nuclear Family, *Predictor Variables, Research Methodology, *Social Attitudes, Social Science Research, Student Characteristics

The study assessed young adults' attitudes toward childlessness and identified certain factors which predict positive or negative attitudes toward childlessness. The author anticipated finding changes in attitudes because of recent social developments such as awareness of world overpopulation, availability of birth control methods, pressure for equal rights for men and women, and increased cost of childrearing. Participants in the study were 240 students enrolled in marriage and family classes at a Texas university. Women comprised 68% of the sample, and 85% of all respondents were single. A questionnaire measured independent variables such as sex, religious affilia-

tion, importance of money, and preference of size of group they liked to be with. An attitude scale elicited five responses from "strongly agree" to "strongly disagree" on 20 statements about childlessness. Analysis of responses indicates that young adults as represented by the sample are ambivalent toward childlessness. Students who were younger and more religious tended to have negative attitudes toward childlessness. Students with positive attitudes tended to value their freedom and were less religious and jealous. (AV)

ED 144 909

SO 010 380

Armstrong, William L. And Others

Educational and Occupational Aspirations and Expectations of Black and White College Students.

Pub Date 77

Note—13p.; Paper presented at Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 30-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Black Students, Caucasian Students, *College Students, Comparative Analysis, *Educational Attitudes, Educational Sociology, *Ethnic Groups, *Expectation, Higher Education, *Occupational Aspiration, Predictor Variables, Racial Factors

The paper compares educational and occupational aspirations and expectations of 500 black and white students from a San Antonio college. Previous research had produced conflicting theories of social class and race as determinants of expectations. This study employed a self-administered questionnaire which included the Occupational Aspiration Scale (OAS). The OAS provided to every respondent the same set of occupational alternatives in terms of idealistic aspirations and realistic expectations. Other questions assessed educational aspirations and expectations, as well as independent variables through which racial and social class differences could be identified. Results indicated that blacks and whites had similar educational aspirations, but that blacks had higher realistic expectations. More whites than blacks had low occupational aspirations. Blacks had higher occupational expectations. These results, which conflict with some previous research, may be due to sample bias and the effects of recent legislation to improve educational and occupational opportunities for minority groups. The results support the theory that race, not social class, influences expectations and aspirations. (AV)

ED 144 910

95

SO 010 394

Azzouz, Azzedine, Comp. And Others

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia.

Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—78p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For related documents, see ED 109 037, ED 110 385, ED 111 750, ED 123 180, ED 128 253-254

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Bilingualism, *Comparative Education, *Developing Nations, Educational Philosophy, *Educational Practice, *Educational Programs, Educational Theories, Elementary Secondary Education, Foreign Countries, Higher Education, Teaching Methods, Vocational Education

Identifiers—*Africa (North), Algeria, Libya, Maghreb Countries, Morocco, Tunisia

Two bibliographies contain a total of 192 English language annotations of newspaper articles and government publications about education in five North African countries. The items were published during the period January-June, 1975. Volume one contains a chapter for each country and a special section on school failures. Entries for each country fall into categories of philosophy and theory of education, educational organization, teaching methods and aids, special education, agricultural education, and Arabization and bilingualism. Volume two contains one chapter for each country with subject categories similar to those in volume one. Both volumes conclude with lists of authors and periodical sources. (AV)

ED 144 911

SO 010 395

Warner, Allen R. And Others

Developing Performance Objectives for the Social Studies.

Pub Date 1 Oct 77

Note—10p.; Paper presented at Annual Meeting of the Texas Council for the Social Studies (Lubbock, Texas, October 1, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Affective Objectives, Affective Tests, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Instructional Improvement, Measurement, Measurement Techniques, Performance Criteria, *Skill Development, *Social Studies, Student Attitudes, *Teaching Skills, Values

The paper discusses development and testing of affective goals and objectives in the social studies. Affective social studies goals deal with attitudes, feelings, emotions, and values. In part I, examples of seven affective and three non-affective social studies goals are presented. Affective objectives include development of a better attitude toward social studies, the American way of life, the dignity and worth of one's fellow man, and civic responsibility. An example of a non-affective social studies goal is student achievement of 36 out of 40 possible correct answers on an American history test. Reasons why stated objectives are or are not in the affective domain are given. Readers are directed to write an affective goal statement and discuss it with another person. The second part of the paper follows the same format as part I, with the exception that more specific affective objectives are described and tested. Part III describes development and testing of behavioral indicators to determine whether a student has achieved a stated affective objective. Examples of criteria for proper behavioral indicators are presented along with suggestions to teachers for use of behavioral indicators. A criteria check list for behavioral indicators concludes the document. (Author/DB)

ED 144 912

SO 010 396

Thomas, James A.

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs—1972 to 1974.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Human Sciences Research, Inc., McLean, Va.

Report No—76-2

Pub Date Nov 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Behavioral Science Research, Blacks, *Changing Attitudes, *Comparative Analysis, Data Analysis, Discriminatory Attitudes (Social), Institutional Environment, *Military Personnel, Negative Attitudes, Program Evaluation, *Race Relations, Racial Attitudes, Reports, *Surveys

Identifiers—Army

The report compares results of surveys in 1972 and 1974 to determine the perceptions and attitudes of army personnel toward race problems and the army's equal opportunity programs. It was hypothesized that racial attitudes of blacks and whites would have changed in a positive direction during the two year period. Data were collected using the Enlisted Personnel Questionnaire at 13 army installations in the United States, Europe, and the Pacific. Results are discussed in three areas: army personnel's perception of the army's race problem, perception of Army Equal Opportunity and Treatment programs, and experiences and perceptions of race relations education programs. Overall, perceptions of black and white personnel support the proposition that the racial situation in the army had improved. Promotions and military justice remained the primary sources of dissatisfaction for blacks, although improvement in both areas was evident. The role of the Equal Opportunity Officer had become clearly recognized by 1974. Favorable perceptions of race relations training had decreased compared with 1972, but the results of race relations training in terms of increased knowledge and awareness appeared definite. (Author/AV)

ED 144 913

SO 010 398

Feinman, Saul

Food Sharing: An Evolutionary Perspective.

Pub Date Sep 77

Note—29p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Altruism, Anthropology, Behavior, Behavioral Sciences, Cultural Context, Cultural Factors, Evolution, *Food, Human Living, Human Relations, Interaction, *Interpersonal Relationship, *Prosocial Behavior, Reproduction (Biology), *Social Behavior, Social Relations, Sociocultural Patterns, Sociology

Identifiers—*Sociobiology

Food altruism and the consumption of food are examined from a sociological perspective which assumes that humans share food as inclusive fitness actors. Inclusive fitness implies the representation of an individual's genes in future generations through his own or others' offspring. The discussion includes characteristics of food sharing among kin as well as among genetically unrelated individuals. Eleven hypotheses are stated about acts of food altruism, in which one individual increases the fitness of another individual at the expense of his own fitness. The hypotheses state that (1) an individual will engage in more food altruism with a close relation than with a distant one, (2) given two persons with equal relationship with the altruist, he will share food with the one who has a higher probability of producing offspring, (3) food will be shared with a group member rather than with a group outcast, and (4) if food is stored, there will be less food altruism than if food is not stored. Examples of specific hunter-gatherer societies support the hypotheses. A concluding section explores the relationship of biology to sociology in terms of implications for social science research. (Author/AV)

ED 144 914 SO 010 400

Partnow, Patricia H. And Others

The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzook—The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.

Alaska Native Education Board, Inc., Anchorage. Pub Date 75

Note—283p.; For related documents, see ED 127 250-257, SO 010 401

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—*American Indians, Annotated Bibliographies, Cultural Context, *Cultural Education, Cultural Traits, Curriculum Guides, Elementary Education, Environmental Influences, *Ethnic Studies, Folk Culture, *Human Geography, Instructional Materials, Learning Activities, Leisure Time, Life Style, Primary Sources, Resource Materials, Social Change, *Social Studies Units, Teaching Guides

Identifiers—*Alaska, *Athabascans

Part of a series to introduce the culture of Alaskan Indians to elementary school students, the unit contains student materials related to seasonal Athabaskan activities and a guide for classroom teachers to implement the materials. The major theme throughout the unit is the relationship of the Indians with the environment. The teacher's guide, which includes unit themes, activities, student and resource materials, and an annotated bibliography, is presented in five chapters. Lessons one through five: (1) introduce Athabaskan culture and environment and investigate activities people might undertake to survive in such an environment; (2) illustrate autumn subsistence activities; (3) describe the story-telling, singing, and dancing which take place during winter settling-in; (4) discuss contact with outside groups through potlatches, war, and trade; and (5) consider canoe building and fishing activities of spring. Each lesson indicates objectives, materials, resources, activities, and background information. Learning activities include map work, literature analysis, class discussion, educational games, drawing and writing exercises, and dramatizations. The student materials include descriptive brochures and newspaper articles on Athabaskan environment; tales of Athabaskan family, social, spiritual, and hunting life; 16 artifact cards and an accompanying guide; and a book of riddles. (Author/DB)

ED 144 915 SO 010 401

Partnow, Patricia H. And Others

The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aanes...

Alaska Native Education Board, Inc., Anchorage.; Alaska State Museum, Juneau. Alaska Multimedia Education Program.

Pub Date 75

Note—319p.; For related documents, see ED 127 250-257, SO 010 400

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*American Indians, Cultural Context, *Cultural Education, Cultural Traits, Curriculum Guides, Elementary Education, Environmental Influences, Ethnic Groups, *Ethnic Studies, Folk Culture, *Human Geography, Instructional Materials, Learning Activities, Legends, Leisure Time, Life Style, Primary Sources, Resource Materials, Social Structure, *Social Studies Units, Teaching Guides

Identifiers—*Alaska, *Tlingits

Part of a series designed to introduce the culture of the Alaskan Indians to elementary school students, the unit contains materials related to seasonal Tlingit activities and a guide for elementary classroom teachers to implement the student materials. The guide describes the format of the unit, suggests activities, lists resource materials, and explains the anthropological background of the unit. Sections one through five: (1) discuss how the Tlingits deal with the environment of southeastern Alaska; (2) describe a summer/fall fish camp, introduce clan structure, and explore Tlingit attitudes toward animals; (3) examine home and village life in winter, and introduce students to Tlingit folk tales; (4) deal with relationships with other villages; and (5) summarize springtime fishing and planting activities. Each section indicates objectives, materials, resources, activities, and background information. Learning activities include educational games, drawing and writing exercises, model making, analyzing folk tales, and recreating Tlingit menus. The 12 student materials include documents on fishing and canoe making, a radio play and puppet show which describe supernatural powers attributed to ravens, five tales of Tlingit life and beliefs, and descriptive brochures on Tlingit home and community environment. (Author/DB)

ED 144 916 95 SO 010 402

Saad, Geti, Comp.

Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-76-53000/01

Pub Date 76

Note—52p.; For related documents, see ED 107 593, ED 113 262, ED 128 278, ED 129 700, ED 135 689; Not available in hard copy from EDRS due to poor reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Annotated Bibliographies, Childrens Literature, *Comparative Education, Curriculum, *Educational Administration, *Educational Development, Educational Finance, Educational Philosophy, Educational Research, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Media, Language Instruction, Libraries, Medical Education, Psychology, Religious Education, Sociology, Teachers, Teaching Methods, Textbooks, Womens Education

Identifiers—*Pakistan

One hundred entries comprise the annotated bibliography of selected educational materials published in Pakistan from January through March 1976. Most of the materials are taken from Pakistani journals, newspapers, and government publications. There are 30 categories in which entries are presented alphabetically by author: administration, organization, and financing of education; adult education; agricultural

education; curriculum; educational goals; educational planning; educational reforms; educational research; elementary and secondary education; examinations; health education; higher education; Islamic education; language teaching; libraries; literature for children; medical education; philosophy of education; professional education; psychology; sociology; students' problems; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; and general. A special section on educational development by region is included. The final section contains a writers' index. (AV)

ED 144 917 SO 010 405

Shaver, James P.

A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues.

Pub Date 21 Sep 76

Note—19p.; Paper presented at National Conference on Education and Citizenship: Responsibilities for the Common Good (Kansas City, Missouri, September 21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Citizen Participation, Conflict Resolution, *Decision Making, Democratic Values, *Ethical Instruction, Ethics, *Political Issues, Secondary Education, *Social Studies, Teaching Methods, *Values

Identifiers—*Analysis of Public Issues Approach

The Analysis of Public Issues Approach to ethics education assumes that controversy is inevitable within a society committed to human worth and made up of diverse groups. This cognitive approach is based on the Oliver and Shaver book, "Teaching Public Issues in the High School." Controversy ensures that societal problems are brought to light; without it, citizen participation in the decision making process would be meaningless. This approach further assumes that the school should aid students in learning to participate in decision making. The cognitive frame calls for learning concepts and skills which aid in verifying facts and generalizations. The emotive impact of language, the psychological processes involved in decision making, and the basic values of a democratic society are also examined. Possible parental objections to this approach are noted. This method is contrasted with the Values Clarification and Kohlberg's Moral Development models. Implications for ethics education include joint responsibilities of school, home, and community. (KC)

ED 144 918 SO 010 406

Densmore, Jerry

Role Playing: Uses and Abuses in Teaching Sociology.

Pub Date Sep 77

Note—29p.; Paper presented at Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Class Activities, Games, Group Activities, Guidelines, Higher Education, Learning Activities, Objectives, *Role Playing, Simulation, Social Development, Socialization, *Sociology, *Teaching Methods

Teaching sociology through role playing involves students in acting out roles learned in the socialization process. The content of the game is the simulation of an area of social reality, either simple or complex. Participation in this activity presents students with alternative world views, develops problem solving and behavioral skills, and makes abstract concepts presented in the classroom concrete. Also, role playing provides students with an understanding of social roles and enlivens the subject of sociology. Positive implications for role playing are that it challenges the student to learn and think for himself; it creates a new approach to learning both inside and outside the classroom; and it provides a relaxed atmosphere for the learning process. Negative results may occur if the activity is not integrated into the professor's teaching philosophy or if the classroom becomes an "arena of emotions." Further, students and teachers can both become defensive and the classroom may be chaotic during the role playing process. Guidelines for the selection of simulation games and instructions for preparation for simulation are included. (KC)

ED 144 919 SO 010 407

Hinson, Gregory L. Dye, Charles M.

The Urban Superintendency and the Depression:
The Case of Thomas Warrington Gosling,
Akron, Ohio: 1928-34.

Pub Date Jul 77

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Biographies, *Case Studies, *Educational Administration, Educational Economics, *Educational History, Educational Objectives, Educational Planning, Educational Practice, Educational Problems, Elementary Secondary Education, Parent School Relationship, Political Influences, Public Education, School Community Relationship, School Construction, Social History, *Socioeconomic Influences, *Superintendent Role, Superintendents, Urban Environment

Identifiers—Great Depression, Ohio (Akron)

The case study of an Ohio school superintendent's experiences during the depression illustrates how political, social, and economic events can affect an educational system. Dr. Thomas Warrington Gosling was named superintendent of Akron schools in 1928, following resignation of the previous superintendent as a consequence of turmoil on the Board of Education. During his six years as superintendent, Dr. Gosling initiated numerous projects which aimed toward objectives of high quality education on all levels, a seat for every child, physical education, community harmony, and cooperation with the board on all matters. He worked for passage of substantial bond levies to alleviate overcrowding, stressed child-centered curriculum, and encouraged parental and community participation. However, the financial hard times which hit Akron in 1930 necessitated curtailment of educational programs, firing of staff, salary cutbacks, and a shortened school year. Financial difficulties, combined with his appointment to the presidency of the Junior Red Cross, caused Dr. Gosling to resign as superintendent in 1934. Testimonials upon his retirement indicate that Dr. Gosling's services were much appreciated by teachers, the Board of Education, and the Akron community. The document concludes with Dr. Gosling's 29 recommendations for policy enactment when Akron's financial situation improved. (Author/DB)

ED 144 920 SO 010 410

Affleck, Marilyn

The Alienated Majority: A Community Study.

Pub Date 77

Note—22p.; Paper presented at Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 31-April 2, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Citizen Participation, Citizenship Responsibility, *Community Attitudes, *Community Study, Majority Attitudes, *Political Attitudes, *Social Science Research, Sociology, Surveys

Identifiers—*Alienation

The purpose of this study was to test House's and Mason's hypothesis (1975) that only a weak relationship exists between political alienation and traditional demographic definitions of social position. Such demographic variables include age, sex, socioeconomic status, length of residency in the community, and occupational prestige. Data was collected a week before the city council election in a southwestern community where an increase in utility rates had been a major issue. A respondent's agreement with one statement in the survey, that citizens do not have much control over what city officials do, was scored as alienation. Results show that 65% of those surveyed feel alienation toward community leaders and that demographic variables explain only a small percentage of the variation between alienated and unalienated segments of the community. Further conclusions are that (1) the high level of alienation did not stem from the unpopularity of the utility rate increase, (2) the views of both groups regarding the need for community services are similar, and (3) the characteristics of the alienated majority must be ascertained anew. This majority's sense of responsibility combined with their feelings of mistrust can lead to a reappraisal of community needs. References and statistical tables are included. (KC)

ED 144 921 SO 010 412

Smith, M. Dwayne Self, George D.

The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure.

Pub Date 77

Note—18p.; Revised version of a paper presented at Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 31-April 2, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Females, Males, *Self Concept, Self Concept Tests, *Self Esteem, *Sex Differences, *Sex Role, *Skill Development, Socialization, Social Science Research

Previous research has established the existence of a differential in self-esteem between males and females. This difference is explained in terms of socialization experiences which favor the masculine role. On this basis, it was predicted that male subjects would display higher self-esteem than females in a simulated society game in which subjective evaluations were made of perceived worth. The results provided support for this prediction, which remained in effect when controls were introduced for age, health, race, religiosity, and marital status. However, skill attainment proved to be an important intervening variable; females possessing certain instrumental skills were as likely as males to display high self-esteem. The discussion suggests that skill attainment may be an important aspect of socialization accounting for gender differences in self-esteem. References and tables are included. (Author)

SP

ED 144 922 SP 011 049

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.

Virginia State Dept. of Education, Richmond.

Pub Date Jul 68

Note—33p.

Available from—State Department of Education,

Div. of Teacher Education and Certification,

Richmond, Virginia 23216 (Free of charge)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Certification, *School Personnel,

State Departments of Education, *State Standards, Teacher Certificates, *Teacher Certification

Identifiers—*Virginia

This booklet contains the rules and regulations governing the certification of teachers and other school personnel in the state of Virginia. (JD)

ED 144 923 SP 011 052

Standards for Approval of Teacher Preparation Programs in Virginia.

Virginia State Dept. of Education, Richmond.

Div. of Teacher Education and Certification.

Pub Date Dec 73

Note—49p.

Available from—State Department of Education,

Div. of Teacher Education and Certification,

Richmond, Virginia 23216 (Free of charge)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Accreditation (Institutions), Ad-

ministrator Background, Certification, Coun-

selor Certification, School Personnel, *State

Standards, Teacher Certificates, *Teacher Cer-

tification, *Teacher Education

Identifiers—*Virginia

Standards for approval of teacher preparation programs in the state of Virginia are presented. These standards represent an "approved program" approach to teacher certification with institutions sharing a great responsibility in determining that their candidates have the necessary qualifications for certification. Emphasis is placed on the recommendations of the institution regarding the qualifications of each candidate for initial certification and on the appropriateness of the institution in such areas as resources, faculty, personnel policies, and facilities. This approach also encourages statewide cooperation among institutions in evaluating achievements and setting goals for improving the quality of teacher education. (MM)

ED 144 924 SP 011 059

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates.

Virginia State Dept. of Education, Richmond.

Pub Date 74

Note—25p.; Best copy available

Available from—State Department of Education, Div. of Teacher Education and Certification, Richmond, Virginia 23216 (Free of Charge)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Certification, Elementary School Counselors, *Principals, School Personnel, *School Superintendents, Secondary School Counselors, Special Education Teachers, *State Standards, *Supervisory Training, *Teacher Certification, Vocational Education Teachers

Identifiers—*Virginia

This document contains the regulations governing the certification of supervisory personnel and education specialists in the state of Virginia. (JD)

ED 144 925 SP 011 350

[State of Michigan Teacher Education Manual 1970, Sections I and II—Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].

Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.

Pub Date 70

Note—22p.

Available from—Michigan State Dept. of Education, Teacher Preparation and Professional Development, Box 30008, Lansing, Michigan 48909

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Accreditation (Institutions), Administrator Guides, Facility Requirements, *Preservice Education, *State Standards, *Teacher Education

Identifiers—*Michigan, *Program Certification

This document presents rules and regulations of the Michigan State Board of Education concerning procedures for the approval of teacher education institutions and teacher education programs. The first section details processes in institutional approval, presenting: (1) legislative authority; (2) characteristics of the Approved Program System; (3) types of institutional approval; (4) guidelines for the preparation of requests for preliminary approval; (5) final approval; and (6) probationary approval. Section two presents regulations relevant to program approval, under the following format: (1) brief introduction to the scope of the approval process; (2) procedures governing approval requests for adding to currently approved programs; (3) requests for authorization to offer experimental teacher education programs; (4) jointly sponsored teacher education programs; and (5) consortia in teacher education. (MJB)

ED 144 926 SP 011 485

Kleucker, Joy

Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies.

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Sep 74

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, Audiovisual Instruction, Concept Teaching, Educational Research, Instructional Materials, Microteaching, *Performance Based Teacher Education, *Preservice Education, *Protocol Materials, Teacher Education, Teaching Skills, *Training Techniques

This study reports on research concerning the effects of instruction based on protocol materials and training materials on concept acquisition and skill acquisition. Direct or intended outcomes, differential outcomes, and combined-effects outcomes of protocol and skill training instruction were investigated. The following hypotheses, two for each of the major outcome areas, were examined, using 38 undergraduate education students as subjects: (1) subjects who receive only protocol instruction will perform better on tests of concept recognition than a control group; (2) subjects who receive only skill training instruction will perform better on a skill performance measure than a control group; (3) subjects who receive only protocol instruction will perform better on tests of concept recognition than those who receive only skill training instruction; (4) subjects who receive only skill training instruction

will perform better on a skill performance measure than those who receive only protocol instruction; (5) subjects who receive both protocol and skill training instruction will perform better on tests of concept recognition than those who receive only protocol instruction; and (6) subjects who receive both protocol and skill training instruction will perform better on a skill performance measure than those who receive only skill training instruction. The design of this research is described in this paper, testing procedures are outlined, and results are analyzed. Results indicate that a combination of protocol instruction and skill training instruction is an effective teaching technique. (JD)

ED 144 927

SP 011 523

Long, Lynette

The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.

Pub Date [77]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *College Students, Higher Education, Interaction Process Analysis, *Performance Factors, *Question Answer Interviews, Questioning Techniques, *Response Mode, *Student Teacher Relationship, Teacher Response, Teaching Styles

Experiments were conducted on five treatment groups of undergraduate students to determine the effect teacher/student interaction styles would have on the achievement levels of these students. The undergraduate students were administered mathematical achievement tests, after which the test administrators conducted fifteen-minute interviews. Each group received questioning on the same topics, but the interviewer response styles for each of the groups were different, reflecting a concentration on the following modes: (1) reflection, (2) identification, (3) questioning, (4) a composite of the first three, and (5) control (no interview). Upon completion of the interview, the interviewer assumed the role of teacher, instructing the group in a mathematical concept called the "star operation." Upon completion of the teaching sessions, the groups underwent a ten-minute "Star Achievement Test" and, under the supervision of the project administrator, completed a Condensed Barrett-Lennard Test, measuring the group members' perceptions of understanding and respect shown by the interviewer/teacher toward them. Interpretation of data revealed no significant relationship between ratings on the Condensed Barrett-Lennard Test and the Star Achievement Test nor between response style and achievement. (MJB)

ED 144 928

SP 011 524

Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools.

National Inst. of Dental Research (NIH), Bethesda, Md.

Report No.—DHEW-NIH-77-1196

Pub Date 77

Note—92p.; Supplement may reproduce poorly due to colored paper

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Child Care, Community Health Services, *Dental Health, *Health Guides, Hygiene, *Physical Health, *School Health Services

Identifiers—*Fluoridation

This guidebook was developed to assist citizens in initiating programs to prevent tooth decay in young children through the use of fluoridation. It contains outlines for determining the needs of the school and community for fluoride in drinking water, and presents the various steps and activities that are necessary for developing and implementing a self-applied fluoride program in the school and the home. It provides sample letters for requesting parental consent, listings of supplies and personnel required, and instructions for conducting procedures in the classroom setting. A paper on the use of dietary fluoride supplements is included in the guidebook. Also included is a reprint of an article on the prevention of dental caries by mouthrinsing with solutions of neutral sodium fluoride. (JD)

ED 144 929

SP 011 525

Kime, Robert E. And Others

Health Instruction: An Action Approach.

Pub Date 77

Note—365p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. (\$12.95)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, *Curriculum Planning, *Effective Teaching, Elementary Secondary Education, *Health Education, Human Body, Interaction Process Analysis, Learning Activities, *Needs Assessment, Skill Development, Teacher Evaluation, *Teaching Methods, Trend Analysis

This book is designed for the health instruction teacher in the elementary and secondary grades. It is divided into four major sections. Part one stresses the importance of health and how the health educator, the students, and the community should be involved in selecting and planning topics for health instruction. Different methods of instruction are analyzed, and curriculum planning is emphasized. An extensive chapter on learning activities is included in this section, providing teachers with a wide variety of activities that can be used to motivate students. Part three is designed to assist the teacher in evaluating individuals, classes, and courses. The purpose of evaluation and the way to use various instruments and techniques to determine student progress are analyzed. The final section sums up the philosophy of the book and describes possible future trends in health education. (JD)

ED 144 930

SP 011 526

Capon, Jack J.

Basic Movement Activities. Perceptual Motor Development. Book 1.

Pub Date 75

Note—27p.

Available from—Fearon Publishers, Inc., 6 Davis Drive, Belmont, California (\$3.00)

Document Not Available from EDRS.

Descriptors—Body Image, Eye Hand Coordination, *Kinesthetic Methods, Kinesthetic Perception, *Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Education, Primary Education, *Psychomotor Skills, Self Concept, *Skill Development

Identifiers—Movement Education

This textbook on basic movement activities for children in the primary grades is divided into two sections. The first section presents methods of evaluating the physical strengths and weaknesses of individual children. The seven tests outlined and illustrated provide the teacher with the means for assessing each child's abilities and potential for development. In the second section, ten basic locomotor activity skills are identified, and activities for developing these skills are described. (JD)

ED 144 931

SP 011 653

Rivers, L. Wendell

The Disruptive Student and the Teacher. NEA Professional Studies Series.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 77

Note—42p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Change, *Behavior Problems, *Change Strategies, *Class Management, Classroom Techniques, Educational Practice, Psychological Needs, *Student Behavior, Student Teacher Relationship, *Teacher Role

Identifiers—*Disruptive Students

Methods are described for the classroom management of disruptive children, defined as those who cannot be classified as emotionally disturbed or mentally retarded but who, either periodically or chronically, cause problems in classroom management or discipline. No attempt is made to provide exhaustive theoretical background, but, rather, concentration is upon practical suggestions that can be used by the teacher in managing disruptive behavior. Theory that is discussed is based upon the premise that disruptive behavior is a form of communicative behavior—i.e., the basis for most disruptive behavior is a state of pupil distress manifested by the child as a result of conditions prevailing in

the home, at school, or both. Each chapter is divided into three parts, discussing (1) background information concerning the topic under investigation, (2) objectives relating to the role of the teacher in management of disruptive behavior, and (3) recommended techniques for the management of such behavior. Topics discussed are: (1) the nature of disruptive behavior; (2) the disruptive child; (3) general management techniques; (4) the disruptive classroom; (5) when to call for help; (6) the emotionally disrupted child; (7) the disrupted teacher; and (8) research findings relating to disruptive behavior in the classroom. (MJB)

ED 144 932

95

SP 011 753

Wang, Margaret C.

Maximizing the Effective Use of School Time by Teachers and Students.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—34p.; Paper presented at the Annual Meeting, American Educational Research Association (1976, San Francisco, California); Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Class Management, Effective Teaching, Elementary Education, *Flexible Scheduling, Individualized Instruction, *Instructional Design, Instructional Programs, *Performance Factors, *Task Performance, *Time Blocks, *Time Factors (Learning)

Identifiers—*Self Schedule System

This study, conducted with second grade pupils of an inner city public elementary school, sought to investigate the extent to which an instructional-learning system can be effective in reducing time needed for learning while increasing the time spent on learning by the student. For this study, the individualized instruction program in a developmental school for the Learning Research and Development Center (LRDC) of the University of Pittsburgh was altered from a prescribed time-block instructional system to a pupil self-schedule system, with no specific time block designated for tasks in any given subject area. It was hypothesized that, given the responsibility for scheduling their own activities, pupils would complete more tasks in less time and would exhibit more on-task behaviors while completing the task. Analysis of data collected from (1) observation of student and teacher classroom behavior, (2) measures of student task performance, (3) measures of self responsibility, and (4) measures of time, supported the hypotheses in that pupils under the self-schedule system completed more tasks in less time, and exhibited more on-task behavior. They also had fewer management and more instructional interaction with teachers. Other independent variables, falling under "time spent" and "time needed" categories were also investigated. Appendices include a discussion of the LRDC Individualized Instructional Program, and the format of a pupil schedule sheet for aiding the student in planning and tracking learning tasks to be completed. (MJB)

ED 144 933

SP 011 757

Jensen, Clayne R.

Leisure and Recreation: Introduction and Overview.

Pub Date Oct 77

Note—295p.

Available from—Lea & Febiger, 600 Washington Square, Philadelphia, Pa. 19106 (\$13.50)

Document Not Available from EDRS.

Descriptors—Athletics, Career Education, Government Role, Historical Reviews, *Leadership Training, *Leisure Time, *Parks, Physical Education, *Post Secondary Education, Professional Occupations, *Recreational Activities, Recreational Facilities, *Textbooks

This publication has been prepared for use as a textbook for introductory courses in recreation and parks, or for use by students enrolled in undergraduate general education courses in recreation and leisure studies. It is designed to promote an understanding of social, psychological and economic forces relating to work and leisure. Facts and insights into leisure time and leisure time activities are provided with explanations of present and future trends in these areas. Attention is given to the parks and recreation field as a

170 Document Resumes

profession. Topics discussed include: (1) an historical overview of the recreation and park movement; (2) trends in professional development; (3) sociological, psychological and physiological implications; (4) federal, state, local, and foreign involvement in recreation and park systems; (5) areas of service and leadership, and leadership characteristics; (6) the economics of recreation and leisure; and (7) future developments. A bibliography of eighty-three citations is included. (Author/MJB)

ED 144 934 SP 011 759

Holt, Dennis M.
Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.

Pub Date 77

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, *Clinical Experience, *Cooperating Teachers, Educational Programs, Elementary Secondary Education, *Field Experience Programs, *Performance Based Teacher Education, *Preservice Education, Teacher Education, Teacher Educators, Teaching Experience, Teaching Techniques, Video Tape Recordings

Two plans for implementing the clinical based dimension of a competency-based teacher education program are described, weighing some of the advantages and disadvantages, constraints and limitations of each plan. The first design involves a ten week instructional period in which students are required to spend two hours per week in a field site classroom for each professional education course in which they are enrolled. The other hours of the week are spent in formal instruction on campus. In the second design, the students meet on campus with a course instructor and then carry out assignments on an individual basis under the coordination and supervision of their course instructor at a field site. The author outlines in detail the methods of implementing each program and discusses the strengths and weakness of each. In an overall conclusion the author states that both designs described seem to offer a measure of promise. The interaction of teacher trainees and instructors with public school personnel appears to make the clinical based component of teacher education successful and rewarding. (JD)

ED 144 935 SP 011 761

Hill, Phyllis M., Ed.
The Teacher's Library.
National Education Association, Washington, D.C.

Pub Date 77

Note—149p.; Not available in hard copy due to marginal legibility of the original document

Available from—National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (\$8.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Book Catalogs, Catalogs, Evaluation Criteria, Information Dissemination, Instructional Media, *Librarians, *Libraries, *Library Facilities, Needs Assessment, *Reading Material Selection, *Resource Materials

This publication is designed to assist in the choosing of materials for the teacher's library by providing a list of selected materials recommended by many national professional organizations. The first section of the book is devoted to the subject of establishing a school library. Discussed here are the topics of concept and scope of the library, organization and administration, selection of materials and practical suggestions for starting a comprehensive school library. Following this opening, separate bibliographies are presented, for books and pamphlets, professional periodicals and other periodical resources, publishers and professional associations, nonprint media, and nonprint media producers and distributors. The book concludes with indexes of subject, title, and nonprint medias. (JD)

ED 144 936 SP 011 762

Rizzitello, Theresa, G.
An Annotated Bibliography on Movement Education.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date 77

Note—52p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Body Image, Dance, Drama, Elementary Education, Handicapped Children, Human Body, *Kinesthetic Perception, *Motion, *Motor Development, Perceptual Motor Coordination, Perceptual Motor Learning, *Physical Education, Skill Development, *Teacher Education

Identifiers—Gymnastics, *Movement Education
This bibliography is a collection of selected resources significant to a deeper understanding of the many aspects and definitions of movement education. The one hundred seventy-three annotations are arranged and ordered in a pattern to reflect an overview of both theory and practice, the latter examined under the headings of basic movement, dance/drama, gymnastics, and sports. Sources are cross-listed to assist the classroom teacher or student of human movement. (JD)

ED 144 937 SP 011 763

Morehouse, Chauncey A., Ed.
Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976).

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 77

Note—133p.

Available from—AAHPER Publications Sales, 1201 16th St., N.W., Washington, D.C. 20036 (\$3.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accident Prevention, *Athletes, *Athletic Coaches, Athletic Equipment, Athletic Fields, Athletics, Human Body, *Injuries, *Legal Responsibility, Medical Services, *Physical Education, Physical Education Facilities, Physical Fitness, Post Secondary Education, *Safety Education, Safety Equipment, Secondary Education, Womens Athletics

Identifiers—American School and Community Safety Association

In this conference on safety and sports, conducted by the American School and Community Safety Association, five major topics were discussed. The first item concerned injuries in physical activities, the prevention of injuries in sports and a report on a survey of athletic injuries and deaths. The second item covered was the subject of injury surveillance systems. The third topic discussed was issues and developments in sports safety in high school and college programs, as well as programs for women and general recreational programs. Standards in sports equipment and facilities, and programs to reduce serious athletic injuries was the fourth subject under discussion. In the concluding session, liability and litigation in competitive sports, informal sports, and recreation programs was discussed. Throughout the conference the responsibility of athletic coaches was emphasized. (JD)

ED 144 938 SP 011 764

Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Pub Date 19 Jul 77

Note—63p.; For related document, see ED129 737 ; Parts may be marginally legible due to small print of the original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Dependents, *Discriminatory Legislation, *Federal Legislation, Federal Programs, Financial Policy, Financial Support, *Fringe Benefits, Military Personnel, *Overseas Employment, *Salary Differentials, *Teacher Salaries

Identifiers—*Overseas Dependents School System

This document is a transcript of hearings held before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, into a bill requiring that allowances available to teachers in the Department of Defense Overseas

Dependents' Schools be provided without regard to the location at which the teachers are recruited. Current regulations provide that differentials for living quarter allowances, transportation allowances, and other fringe benefits are to be paid to teachers recruited within the United States (but not to those hired overseas) in order to obtain the most capable and highly qualified employees to serve in the Dependents' School System. Testimony of representatives of the Department of Defense, Office of Civilian Personnel and Office of Defense Schools is presented in opposition to the bill. The American Federation of Teachers, representatives of overseas teachers' organizations, and individual teachers within the Dependents' School System present testimony in favor of the proposed legislation. (MJB)

ED 144 939 SP 011 765

Gunden, Ruth

Skiing, October 1977-October 1978. NAGWS Rules.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date Oct 77

Note—36p.; Not available in hard copy due to marginal legibility of the original document

Available from—AAHPER Promotion Unit, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Athletics, Guidelines, *Lifetime Sports, *Physical Education, Recreation, Recreational Activities, *Womens Athletics

Identifiers—Regulations, *Skiing

This booklet contains the rules governing competitive skiing as defined by the National Association for Girls and Women in Sport, an educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. Topics covered include: meet organization, race officials, general competitive rules, timing, computation of results, protest and appeals, and special rules for slalom, giant slalom and cross-country. (JD)

ED 144 940 95 SP 011 766

Leinhardt, Gaea And Others

Autonomy In Education: A Research Approach.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Affective Behavior, *Educational Philosophy, Educational Research, *Fundamental Concepts, Individual Characteristics, *Locus of Control, *Personality Development, *Teaching Techniques

Identifiers—Self Awareness, *Student Autonomy

The authors provide in this study a paradigm for the systematic investigation of autonomy in education by reviewing the thinking and research on autonomy in philosophy, education, and psychology, all of which define, analyze and value autonomy in different ways. Significant issues surrounding autonomy and strategies for dealing with them are considered in order to help in developing an approach for examining autonomy in an educational setting. The investigation involves three phases: the first focuses on the environment and results in the generation of a list of behavioral opportunities for student autonomy to exist. The second focuses on the student and results in an estimation of individual differences with respect to the utilization of these opportunities. The final phase utilizes both environmental and student information and results in the development of situation-related measures of student autonomy. These measurement techniques are examined critically in order to delineate the constraints that instrumentation places on the subject. Finally, a schema for clarifying and limiting investigation is presented. An extensive bibliography is included. (Author/MJB)

ED 144 941

TM 005 519

Williams, John D.

Testing and the Testing Industry: A Third View.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date Dec 75

Note—49p.

Available from—Vito Perrone, Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Criterion Referenced Tests, Intelligence, Intelligence Tests, Nature Nurture Controversy, *Standardized Tests, *Test Bias, Test Construction, *Testing Problems, Test Validity, Test Wiseness

Identifiers—Alternatives to Standardized Testing, Jensen (Arthur R), Testing Industry

Different viewpoints regarding educational testing are described. While some people advocate continuing reliance upon standardized tests, others favor the discontinuation of such achievement and intelligence tests. The author recommends a moderate view somewhere between these two extremes. Problems associated with standardized testing in the schools include the tendency to evaluate educational programs according to their effect upon test scores, the discontinuation of worthwhile programs that do not contribute to improved test scores, and the amount of time required to administer test batteries. Problems associated with incorrect interpretation of intelligence tests, and comments on Jensen's article regarding the relative impact of genetic and environmental factors on intelligence are also discussed. The growth of the testing industry is described, and alternatives to present methods of testing are suggested. The author recommends that those groups most involved in the testing process should begin, in a meaningful way, to consider the uses and abuses of testing. (GDC)

ED 144 942

TM 005 520

Hein, George E.

An Open Education Perspective on Evaluation.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Spons Agency—Ford Foundation, New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date Feb 75

Note—59p.; Parts of document may be marginally legible

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Child Development, Educational Programs, Elementary Secondary Education, *Evaluation, *Evaluation Criteria, *Evaluation Methods, *Open Education, Research Design, Standardized Tests

The premises of open education and related developmental and social issues are explained as an aid to educational practitioners in choosing the proper measurement and evaluation strategies for this philosophy. In addition, a position statement on evaluation is offered and the present status of educational evaluation is outlined. Some characteristics of educational paradigms, a classification of evaluation in education, an explanation of present knowledge about children, the measurement of children's achievement, and various alternatives for evaluation are also presented. (MV)

ED 144 943

TM 005 576

Whitmore, Paul G.

Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report.

Human Resources Research Organization, El Paso, Tex.

Report No.—HumRRO-CR-WD-TX-75-17

Pub Date 30 Jun 75

Note—80p.; Not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*College Faculty, Community Colleges, *Followup Studies, Junior Colleges, *Junior College Students, Participant Satisfaction,

Program Evaluation, Program Improvement, *Questionnaires, Student Evaluation of Teacher Performance, *Teacher Motivation, Test Construction, Test Results, Transfer Students, *Vocational Education

Identifiers—El Paso Community College TX, Texas (El Paso)

The primary purpose of the student follow-up questionnaires was to identify instructional and curricular deficiencies in sufficiently specific terms to provide a basis for correcting the deficiencies. This effort was part of the evaluation component of a program dealing with the systematization of instruction. Two instruments were developed: one for obtaining information from former students in the vocational program and one for former students in the transfer program. In both cases, the intent was to develop a general instrument that could be used with all students regardless of the specific program which students had pursued while at El Paso Community College (EPCC). A series of Faculty Motivation Scales were also constructed to measure faculty involvement in the development of modular instruction in the FIPSE (Fund for the Improvement of Secondary Education) program. These scales were concerned with the types of interactions and the quality of assistance that was offered between program administrators and teachers, and between different instructors. The results of both student questionnaires and of the faculty rating scales are presented. (Author/MV)

ED 144 944

95

TM 005 577

Bryk, Anthony S. Weisberg, Herbert I.

A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.

Contract Research Corp., Belmont, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—NIE-C-74-0125

Note—107p.; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Computer Programs, Educational Experiments, Individual Development, Intervention, *Mathematical Models, Personal Growth, Program Evaluation, Reliability, *Research Design, Research Problems, Simulation, *Statistical Analysis, *Statistical Bias

A mathematical model was developed to represent the way data are generated in quasi-experiments designed to study interventions in growth systems. This model explicitly represents three important processes: (1) the nature of individual growth; (2) the process by which individuals are assigned to treatment groups; and (3) the nature of the treatment effect. The way in which these three factors relate to the effectiveness of various methods is explored via both mathematical analysis and computer simulation. Results suggest that, in general, none of the statistical methods is very effective in removing the biases resulting from non-random assignment. It is concluded that the traditional pre-post, treatment versus control design with non-random assignment is not adequate in growth situations, and that research should focus on the development of experimental designs and corresponding analyses better suited to the dynamic nature of developmental processes. The FORTRAN IV computer program used for the simulation is appended. (Author/MV)

ED 144 945

TM 005 861

Lietz, Jeremy Jon

[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]

Pub Date 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Policy, *Clinical Diagnosis, Communication (Thought Transfer), Elementary Secondary Education, *Handicapped Students, Organizational Change, Parent Participation, *Policy Formation, Program Coordination, *Questionnaires, School Administration, *Special Education, Student Participation, Systems Development, Test Construction, Test Reliability, Test Validity

Identifiers—*Wisconsin Administrative Practice Scale

The Wisconsin Administrative Practice Scale: Special Education (WAPS) is a self-administering survey instrument designed to measure implementation of 162 selected administrative practices and policies used to coordinate diagnostic units for handicapped children. One hundred thirty-five items are grouped into seven subscales each consisting of twenty items: informal communication, responsibility delegation, parent involvement, systems development, organizational change, child-centeredness, and administrative control. The self-administering test and all directions are included; the WAPS takes approximately 45 minutes to complete. A criterion reference group composed of fifteen educators responded to each of the 162 items using a six-point scale to indicate the extent to which they felt that multidisciplinary diagnostic units should engage in the behavior described in each item. The average of their responses (rounded off to the nearest scaled value) was assigned the quality value of five (5). Responses to the test items are scored according to the extent that they deviate from the criterion responses. (Author/MV)

ED 144 946

TM 005 935

Witkin, Herman A. And Others

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—ETS-RB-76-28

Pub Date 5 Oct 76

Grant—MH-21989

Note—126p.; For related documents, see ED 087 790 and 103 459

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Age, *Bibliographies, *Cognitive Style, Cross Cultural Studies, Cultural Differences, Ethnic Groups, *Individual Characteristics, Intellectual Development, Locus of Control, *Perception, Performance Factors, Physiology, Predictor Variables, *Psychological Studies, Psychopathology, Sex Differences, Social Class, Tests

Identifiers—*Field Dependence Independence, *Psychological Differentiation

This is the second supplement to the bibliography on field-dependence-independence and psychological differentiation which was published in 1973. Reports which appeared between August 1, 1974 and September 15, 1976 as well as reports which were published earlier but not included in the two previous bibliographies are listed in this bibliography. References are listed alphabetically and numbered consecutively. Following each reference citing an empirical study are descriptors for the subject populations and for the tests of field dependence-independence and/or psychological differentiation employed in the study. A list of these descriptors or index terms precedes the bibliography. A list of undexed references is also included; these documents were not available for indexing. (Author/MV)

ED 144 947

TM 006 070

Pedulla, Joseph J. And Others

Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Russell Sage Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Elementary School Students, *Elementary School Teachers, *Expectation, *Feedback, Informal Assessment, Mathematics, Primary Education, Reading, *Standardized Tests, Teacher Attitudes, Testing Problems, *Test Results

Identifiers—Ireland, Pygmalion Effect

An experimental design was employed to assess the impact of standardized tests on 47 second grade Irish teachers' judgments of their 1,566 students. Teachers receiving test results showed greater shifts in their ratings of students than

teachers not receiving test results. However, these shifts tended to be in the positive direction and for only a small number of students. Results indicated that standardized test results did alter second grade teachers' expectations for their students in a small percentage of cases (10% or less). This study also indicated that teachers tended to raise, but not lower, their ratings of students' performance as a result of receiving test results. For at least 90% of the cases, however, the information provided by standardized test results seemed to either corroborate the teachers' existing expectations or to be too weak to alter their existing expectations. Since this study took place in Ireland, the relevance of these findings for the United States was also discussed. The authors cited reports indicating that Irish teachers have more favorable attitudes toward testing than American teachers. Therefore, they concluded that the influence of test results in American teachers' expectations would be even less than the influence on Irish teachers described in this study. (GDC)

ED 144 948 TM 006 212
Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.

Florida State Dept. of Education, Tallahassee. Student Assessment Section; Florida State Univ., Tallahassee. Coll. of Communication. Pub Date 1 Feb 77

Note—50p.; Paper presented at the Annual Meeting of the Florida Education Research Association (January, 1977); For related documents, see TM 006 213 and 214; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Administrator Attitudes, *Educational Assessment, Elementary Education, Information Needs, *Information Utilization, *Parent Attitudes, Principals, Questionnaires, School Districts, School Superintendents, *State Programs, Surveys, *Teacher Attitudes, Testing Programs, Test Results

Identifiers—*Florida Statewide Assessment Program

The Florida Statewide Assessment Program annually tests students on their achievement of statewide objectives in the basic skills areas of mathematics, reading, and writing. The objective-referenced tests, which measure entry-level skills, are administered in the fall of each year. Results are provided for each student, school, district, and the state. Information about utilization of Statewide Assessment results is of interest to the Department of Education and the legislature. How are results used by teachers and administrators? Is the information sufficient for their needs? Do parents understand the information? To obtain data about these and other questions, a survey of parents, teachers, and administrators was conducted. Three audiences were surveyed: administrators, teachers, and parents. Results of the survey are detailed. (Author/MV)

ED 144 949 TM 006 230
Dutton, Siarrett

[Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared.]

Pub Date [Apr 77]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Analysis of Variance, *Multiple Regression Analysis, Sampling, *Statistical Analysis, Statistical Bias, *Statistical Studies

The amount of variance accounted for by treatment can be estimated with omega squared or with the squared multiple correlation coefficient. Monte Carlo methods were employed to compare omega squared, the squared multiple correlation coefficient, and the squared multiple correlation coefficient to which a shrinkage formula had been applied, in terms of bias and precision. The squared multiple correlation coefficient to which the shrinkage formula had been applied and omega squared produced estimates which were negligibly biased. The bias in the squared multiple correlation coefficient, while consistently positive, decreased as the sample size increased and was too small to be of practical importance when the sample size was 50 or larger. Omega squared, the squared multiple correlation coefficient

and the squared multiple correlation coefficient to which the shrinkage formula had been applied were all most precise with large samples and least precise when treatment effects were moderate in magnitude. (Author/MV)

ED 144 950 TM 006 236
Hisama, Kay K. And Others

Predictive Validity of Short Form Placement Tests under Two Scoring Systems.

Pub Date [Apr 77]

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Placement, College Students, *Complexity Level, English (Second Language), Foreign Students, Higher Education, *Predictive Validity, Reading Tests, *Scoring Formulas, *Test Items, Test Results, *Test Validity

Identifiers—Monte Carlo Methods, *Omitted Responses (Tests), *Test Length

The optimal test length, using predictive validity as a criterion, depends on two major conditions: the appropriate item-difficulty rather than the total number of items, and the method used in scoring the test. These conclusions were reached when responses to a 100-item multi-level test of reading comprehension from 136 non-native speakers of English were examined. Problems associated with scoring unanswered test items are discussed; the Monte Carlo method, in which responses are randomly assigned for unmarked items, was found to be more suitable than the raw scoring, or number correct method. (Author/MV)

ED 144 951 TM 006 265

Churchman, David Hoepfner, Ralph

Tailoring A Testing Program to the Needs of Varied Users.

Pub Date [Apr 77]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Needs, Military Organizations, *Needs Assessment, School Personnel, Schools, Student Testing, Surveys, Testing Problems, *Testing Programs

Identifiers—*Overseas Dependents School System

School testing programs in many cases have been limited to obtaining an IQ score and achievement scores in reading and mathematics for each student. Testing in the U.S. Department of Defense Overseas Dependents Schools followed this pattern and was under attack from many sides. Consequently, the testing program was suspended in 1971 to provide funds for an evaluation to determine the most appropriate type of testing program to meet the needs of the Overseas Dependents Schools. A four step needs assessment evaluation provided the necessary information. First, 211 areas for testing in the elementary and secondary schools were identified. Second, the relative importance to teachers and administrators of having information in each of the areas was determined. Third, problems associated with the old testing program and characteristics of the Overseas Dependents Schools that warranted consideration in developing a testing program were identified. Fourth, the information was analyzed to determine the most appropriate purposes for testing at each administrative level of the system, and the most appropriate tests, sampling and administrative procedures for a testing program to provide the required information. (Author/MV)

ED 144 952 TM 006 347
Medley, Donald M.

An Approach to the Definition and Measurement of Teacher Competency.

Pub Date 7 Apr 77

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Classroom Observation Techniques, Effective Teaching, Elementary Secondary Education, *Performance Tests, Predictor Variables, Student Teacher Relation-

ship, Teacher Behavior, Teacher Certification, *Teacher Evaluation, *Teacher Qualifications, Teaching Skills, *Test Reliability, *Test Validity

Certain classroom behaviors, indicators of teacher effectiveness, were identified by a group of classroom teachers. These behavioral indicators provided the basis for a performance test—in the form of an observation schedule—which can be used for certifying candidates as competent to teach school. Five standardized observation instruments were used in 60 classrooms in an attempt to objectively record teacher behavior and classroom interactions. These included the Coping Analysis Schedule for Educational Settings (CASES), the Spaulding Teacher Activity Rating Schedule (STARS), the Observation Schedule and Record, Form 5, Verbal (OSCAR 5V), the Florida Classroom Climate and Control System (FLACCS), and the Teacher Practices Observation Record (TPOR). Items from the five observation instruments which related to the previously identified behavioral indicators were combined to yield an overall score for each area, thus forming the basic design of the new observation schedule. Test reliability and validity data are appended. (MV)

ED 144 953 TM 006 349
Weinstein, Claire E.

Cognitive Elaboration Learning Strategies.

Texas Univ., Austin. Dept. of Educational Psychology.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date Apr 77

Contract—DAHC19-76-0026

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Cognitive Style, *Educational Strategies, Grade 9, Individual Development, Learning, *Learning Processes, *Learning Theories, Mediation Theory, Questionnaires, Secondary Education, *Skill Development, Task Performance, *Transfer of Training

This paper discusses a series of interdependent projects designed to further define the covert processes involved in utilizing cognitive skills, as well as the procedures necessary to train an individual in their use. In an early project designed to ascertain the types of strategies used by learners in an academic or training environment, participants received several learning tasks to perform. They were then asked to identify and explain the kinds of strategies used to learn these materials and to suggest other useful methods. Learning tasks included paired associates, serial lists, free recall lists, and reading comprehension. Data collected from this study were analyzed and combined with previous research results to produce the Learning Activities Questionnaire (LAQ), which has been extensively field tested and revised. Current results indicate that more successful learners, and those with more years of schooling, use meaningful elaboration strategies in preference to the more rote, or superficial, strategies. (Author/MV)

ED 144 954 TM 006 354
Soles, Stanley

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

Pub Date 8 Apr 77

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Doctoral Programs, *Educational Alternatives, *Evaluation Criteria, *Evaluation Methods, Higher Education, Instructional Innovation, Models, *Program Evaluation, *Success Factors, Summative Evaluation

The term, nontraditional doctoral program implies the primacy of student interests; the utilization of many modes for learning; the deemphasis of time, space and courses in favor of competence and performance. Features of various nontraditional doctoral programs in education are discussed in this symposium. The different programs vary with respect to their philosophy,

requirements of the program, administrative structure, instructional methods used, and student role. Three major criteria for evaluating doctoral programs are presented: nature of the doctoral degree itself; basic approach to curriculum and instruction; and results of the program—personal, social, and professional outcomes. (Author/MV)

ED 144 955 TM 006 355

Shea, Joseph J. Hanes, Michael L.
The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.

Pub Date [Apr 77]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Black Students, Caucasian Students, Comparative Analysis, Compensatory Education Programs, *Disadvantaged Youth, Elementary School Students, *Family Environment, Grade 1, Grade 2, Kindergarten, Parent Attitudes, Parent Participation, *Predictor Variables, Primary Education, Racial Differences, *Reading Achievement, Rural Youth, Socioeconomic Status, Urban Youth

Identifiers—Project Follow Through

The investigators hypothesized that home environment variables—as measured by the Home Environment Review, administered upon entrance to kindergarten—account for the variance in children's reading achievement at the end of kindergarten, first, and second grade. One hundred fifty-three children representing a longitudinal, traced sample from two communities in the Florida Parent Education Follow Through Model were involved in the study. The first community, located in the rural northwestern United States, included a sample of 51 children, most of whom were white. The second sample was taken from a southwestern U.S. city and included 102 children, most of whom were black. Each child's parents were interviewed in their home by a trained paraprofessional who observed the home environment. The interviewer rated the home on nine dimensions: expectations for the child's schooling; awareness of the child's development; rewards for intellectual attainment; press for language development; availability and use of supplies for language development; outside learning opportunities; materials for learning in the home; reading press, and trust in school. Each child completed a standardized achievement test at the end of kindergarten, first, and second grade. Stepwise multiple regression analysis revealed that the home environment variables accounted for a significant portion of the variance in reading achievement at all three grade levels. (Author/MV)

ED 144 956 TM 006 356

Collazo, Andres And Others

Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3.

Pub Date 26 Mar 76

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Decision Making, Educational Planning, Educational Policy, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Literature Reviews, *Models, Performance Factors, Policy Formation, *Predictive Measurement, *Predictor Variables, *Social Indicators

Identifiers—*Forecasting

Since a great number of variables influence future educational outcomes, forecasting possible trends is a complex task. One such model, the cross-impact matrix, has been developed. The use of this matrix in forecasting future values of social indicators of educational outcomes is described. Variables associated with educational outcomes are used in the matrix. A review of the research on variables influencing outcomes of education indicated that two variables had strong support from research: socioeconomic status and students' general ability. Some support was also found for the following variables: family expectations, attitudes and aspirations; peer group characteristics (student body); student's self-concept; student's attitudinal and motivational factors (including fate control); teacher training;

teacher experience; teacher expectations; and teacher behavior in the classroom. Instruments that may be used to measure some of these variables are identified. An inter-disciplinary faculty panel identified educational issues requiring policy decisions within the next five to ten years. These issues included: the school's responsibility to solve social problems, maintenance of current standards with reduced funding, state subsidy of higher education, encouragement of alternative schools, increasing crime, and loss of confidence in schools. (Author/MV)

ED 144 957 TM 006 389

Warshavsky, Belle

The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.

Pub Date Jan 75

Note—112p.; Ph.D. Dissertation, Walden University; Parts of appendix may be marginally legible

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Achievement Tests, *Cloze Procedure, Elementary School Students, Grade 3, *Intelligence Tests, *Multiple Regression Analysis, Primary Education, Reading Comprehension, *Reading Tests, Sex Differences, Sight Vocabulary, Standardized Tests, State Programs, Testing Programs, *Test Validity

Identifiers—Durrell Listening Reading Series, Gilmore Oral Reading Test, *New York State Pupil Evaluation Program, Wechsler Intelligence Scale for Children, Wide Range Achievement Test

The concurrent validity of the third grade, New York State Pupil Evaluation Reading Program (PEP) reading test was examined with the following standardized tests: the Durrell Silent Reading Test, the Gilmore Oral Reading Test, the Wide Range Achievement Test (WRAT), the Verbal IQ of the Wechsler Intelligence Scale for Children (WISC), and the Cloze Test, constructed by the investigator. Fifty third graders in a Long Island, New York elementary school were selected for the study. Multiple regression analyses revealed that the variables that accounted for the highest correlation with the PEP test were the WRAT, the Gilmore Oral Reading Comprehension sub-test, and the Similarities sub-test of the WISC. Sex differences were not found in any measure of the study. Similarly, verbal IQ did not add anything significant to the variance. (Author/MV)

ED 144 958 TM 006 391

Wearne, Diana Catherine

Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-407

Pub Date Dec 76

Contract—NE-C-00-3-0065

Note—174p.; Report from the Project on Conditions of Learning and Instructional Strategies; Parts of appendix may be marginally legible

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Complexity Level, Elementary Education, Elementary School Students, Grade 4, *Item Analysis, Mathematical Applications, Mathematical Concepts, *Mathematics, *Problem Solving, *Test Construction, *Test Items, Test Reliability, Test Validity

Identifiers—*Problem Solving Test (Wis Cognitive Learning)

A test of problem solving behavior which provides information about the mastery of the prerequisites of the problems has been developed for fourth grade children. Each problem solving question is preceded by two other questions which assess the child's understanding of the information contained in the actual question, and an application question which measures the child's knowledge of an underlying concept of the problem solving question. The study is concerned with determining whether asking multiple questions about the same unit of information affects the response to those questions, and with measuring the extent to which the questions preceding the problem solving question assess prerequisites of it. The test was administered to

600 fourth grade students in Wisconsin and the resulting data are presented. Various types of item analysis are described; reliability and content validity of the test are reported. A copy of The Problem Solving Test is appended. (Author/MV)

ED 144 959 TM 006 394

Carr, Rey A.

The Politics of Test Anxiety.

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Anxiety, College Faculty, Colleges, *College Students, Counseling Programs, Higher Education, *Political Influences, *Student Attitudes, Student Behavior, *Student College Relationship, Student Testing, *Tests

Identifiers—*Test Anxiety

Current research and treatment methods view test anxiety as the student's problem. The author challenges the prevailing view and describes test anxiety not only as the student's psychological problem, but also as one result of the university's struggle to maintain power over the students. Consulting with faculty, acting as student advocates, and publicly affirming research findings are discussed as preventive or developmental counseling strategies, and are viewed as means of liberating student growth and learning. (Author/MV)

ED 144 960 TM 006 400

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.

Merrimack Education Center, Chelmsford, Mass.

Pub Date 15 Sep 76

Note—252p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Change Agents, *Change Strategies, Diffusion, *Educational Innovation, *Educational Programs, Elementary Secondary Education, Feedback, Formative Evaluation, Institutes (Training Programs), Interviews, *Program Administration, *Program Evaluation, Questionnaires, State Aid, Surveys

Identifiers—*Elementary Secondary Education Act Title III, *Massachusetts

Findings of the one-year evaluation of Massachusetts Title III, Elementary and Secondary Education Act innovative projects covering the period from July, 1975 through June, 1976 are outlined in this summary. The formative stages of evaluation are viewed from two perspectives: project strategy designs and project directors' change processes. The Executive Summary presents findings, implications, and recommendations directly related to these perspectives; the report also includes information gathered through mailed questionnaires, on-site interviews, and feedback sessions. The survey and questionnaires are appended. (Author/MV)

ED 144 961 TM 006 410

Education Commission of the States Update VI: Minimal Competency Testing.

Education Commission of the States, Denver, Colo.

Pub Date 1 Jun 77

Note—39p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Basic Skills, *Criterion Referenced Tests, *Educational Legislation, Elementary Secondary Education, Federal Legislation, *Graduation Requirements, High School Graduates, *Performance Tests, School Districts, State Boards of Education, State Departments of Education, State Legislation, State of the Art Reviews, *Student Promotion, Testing Programs

Update VI provides an overview of federal and state legislation regarding minimal competency requirements for graduation and promotion as well as state department of education activities and local district programs in this area, from 1975 through June 1, 1977. Twenty-four states had introduced 67 bills related to this topic up to this date. While state interest remains high, the idea is also attracting attention at the federal level. House of Representatives Bills 6088 and 7116 require state education agencies to establish basic standards of educational proficiency for high school graduation. These bills amend the Elementary and Secondary Education Act of 1965 and would have state agencies create profi-

ciency high school graduation plans prior to receiving funds under the Act. House of Representatives Bill 6088 is appended. (Author/MV)

ED 144 962 TM 006 417

Vale, C. David Weiss, David J.
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date May 77

Contract—N00014-76-C-0243

Note—22p.; Parts of document may be marginally legible

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Bayesian Statistics, *Computer Programs, *Item Banks, *Mathematical Models, *Testing, *Time
Identifiers—*Adaptive Testing, *Bayesian Tailored Testing

An alternative item-selection procedure for use with Owen's Bayesian adaptive testing strategy is proposed. This procedure is, by design, faster than Owen's original procedure because it searches only part of the total item pool. Item selections are, however, identical for both methods. After a conceptual development of the rapid-search procedure, the supporting mathematics are presented. In a simulated comparison with three item pools, the rapid-search procedure required as little as one-tenth the computer time as Owen's technique. (Author)

ED 144 963 TM 006 440

Carroll, C. Dennis

A Comparative Analysis of Three Admission/Selection Procedures.

Pub Date 18 May 77

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Admission Criteria, *College Admission, Comparative Analysis, *Competitive Selection, Costs, Higher Education, High School Graduates, Low Income Groups, Minority Groups, *Predictive Ability (Testing), *Predictor Variables, Standardized Tests, Success Factors, Test Bias
Identifiers—*Quotas

Three alternative strategies for college selection, their associated cost and benefits are described in this study. These include a strict meritocratic procedure, a minority quota procedure and a disadvantaged quota procedure. The strict meritocratic procedure was operationalized in terms of predicted probability of success; the minority quota procedure was operationalized in terms of race/ethnicity and predicted probability of success; and the disadvantaged quota procedure was operationalized in terms of poverty status and predicted probability of success. Data for these analyses were derived from the weighted sample of the National Longitudinal Study of the High School Class of 1972. Applicants for four-year colleges or universities with SAT or ACT scores provided the rates employed for analyses. The strict meritocratic selection procedure resulted in substantial underrepresentation of minorities, with applicant population parity accomplished only with admission of all applicants. Under the minority quota selection method, the admission standard for minorities apparently needs to be about 15 percent less than the standard for Whites; while under the poverty quota selection method, the standard for below poverty applicants apparently needs to be at least 30 percent less than for above poverty applicants. (MV)

ED 144 964 TM 006 443

Burstein, Leigh

Secondary Analysis: An Important Procedure for Educational Research.

Pub Date Apr 77

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Confidentiality, Data Analysis, Data Collection, *Educational Research, *Educational Researchers, Higher Education, Interprofessional Relationship, *Professional Train-

ing, Research Methodology, *Research Tools, Statistical Analysis, Statistical Data Identifiers—*Secondary Data Analysis

The author contends that the secondary analyst may have a different perspective and theoretical persuasion than the original investigator, may have the advantage of more current theory and practices than those originally available, may move beyond the substantive and methodological limitations of the original investigation, and may not be faced by the original time or funding constraints. Using existing data sets in the training of researchers also allows students to address problems relevant to their work without the need to devote enormous amounts of time to the collection of data. Secondary analysis may affect student interest in a field of research, and may expand opportunities to interact on topics of mutual interest. (Author/MV)

ED 144 965 TM 006 457

Anderson, Robert P. And Others

Relationship Between Performance Based and Observer Based Measures of Hyperactivity. Trends in Research with Hyperactive Children.

Pub Date [Apr 77]

Note—19p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (24th, Fort Worth, Texas, April 21-23, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attention, Behavior Rating Scales, Blacks, Caucasians, Drug Therapy, Elementary Education, *Elementary School Students, Elementary School Teachers, *Hyperactivity, *Identification Tests, Intervention, Mexican Americans, Models, Observation, Racial Differences

The WARD model, developed by Williamson, Anderson, Rushing and Dahl, for conceptualizing hyperactive behavior is presented. The assessment system for measuring hyperactivity utilizes a mobile, portable digital logic system. This system controls a basic vigilance task, which provides a measure of attentional deficits, and a movement/stable metric chair, which provides a measure of motor restlessness. These measures are compared to teacher observation of hyperactivity using the Connors Teacher Rating scale. Teachers appear to be making fairly accurate judgments about children seen as disruptive in the classroom; most of them actually test out as hyperkinetic. Family background and ethnic variables are discussed. Comparisons of White, Black, and Mexican-American children suggest that social learning influences overt expression vs. inhibition of restless tendencies. Comments regarding long-term success of drug therapy are also included. (Author/MV)

ED 144 966 TM 006 459

Cordray, D. S. Staneski, R. A.

A Model for Testing Rival Hypotheses in Longitudinal Social Problems.

Pub Date 8 Apr 76

Note—24p.; Paper presented at the Annual Meeting of the Western Psychological Association (56th, Los Angeles, California, April 8-11, 1976); Product of the Head Start Primary Continuation Learning Project; Tables may be marginally legible due to print quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attrition (Research Studies), *Compensatory Education Programs, Data Analysis, Evaluation Criteria, *Evaluation Methods, Longitudinal Studies, *Models, Primary Education, *Program Evaluation, Research Methodology, *Research Problems, Student Mobility, Validity Identifiers—Project Head Start

Some of the problems unique to evaluation research, in particular to the evaluation of longitudinal studies of social programs, are presented. A working model found to be useful in structuring compensatory education program evaluation activities is also offered. Since the goals of social programs such as Head Start are dynamic rather than static, the evaluation design must be flexible in order to accommodate unexpected events and alterations in the program process. Attrition and the transiency of student program participants are highlighted as two of the chief problem areas in evaluating longitudinal studies. (MV)

ED 144 967 TM 006 463

Hackbert, Peter H. Sather, Gregory A.

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

Hackbert and Associates, Norman, Okla.

Pub Date Mar 75

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, Behavior Patterns, Bilingual Schools, Boards of Education, *Communication Skills, Counselors, *Diagnostic Tests, Elementary Secondary Education, Human Relations Programs, Inservice Teacher Education, *Interpersonal Competence, *Listening Skills, Needs Assessment, *Teacher Aides, *Teacher Behavior, Teacher Characteristics, Teacher Interns, *Teachers Identifiers—*Interpersonal Communication Inventory

The Interpersonal Communications Inventory (ICI), developed by Bienvenu, identifies and compares the communication patterns, characteristics, styles, and processes of educational personnel. One hundred forty-three individuals, most of whom were teachers or teacher aides from bilingual schools in six school districts in northeastern Oklahoma, participated in the project. The ICI was administered during an inservice training workshop. This 40-item scale measured the process of communication as an element of social interaction; in particular, the individual's ability to listen, to empathize, to understand, to manage angry feelings, to express oneself, and to communicate skillfully were explored. The results indicated that interpersonal communication skill competencies were held highest by teachers, then by administrators, and finally, by teacher aides. Teachers responded highest to self concept and clarity of expression, while they scored lower than counselors, administrators, and interns in listening skills, coping with feelings, and self disclosure. The teacher aide group held the lowest scores on all six criterion variables. (MV)

ED 144 968 TM 006 480

Davis, Everett E.

Suggestive Data Concerning the Stability of the McCarthy Scales.

Note—8p.

Available from—Everett E. Davis, Department of Educational Psychology and Guidance, University of Texas at El Paso, El Paso, Texas 79968

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Elementary School Students, *Intelligence Tests, *Kindergarten Children, Primary Education, Rural Youth, Spanish Speaking, *Test Reliability
Identifiers—*McCarthy Scales of Childrens Abilities

In 1973, kindergarten children in a rural village in Texas were tested with the McCarthy Scales of Children's Abilities. For the next 2.5 years, children from successive grades in the same school were given the same test. During the entire period over 200 children had been tested, but of the original 53 pupils only 20 took the test all three times and 31 who took the test in early 1975 were present to retake it in 1976. The consistent correlations over the years for the General Cognitive Index—approximately .85 to .90—suggest that the McCarthy scales is a highly stable test. Also the consistency of the scores is highlighted by the low correlations for those scales on which the greatest gains were made as the number of children decreased. (Author/MV)

ED 144 969 95 TM 006 482

Hubert, Lawrence J. Levin, Joel R.

Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TP-66

Pub Date Sep 76

Contract—NE-C-00-3-0065

Note—28p.; Page 28 will be marginally legible due to size of type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Correlation, Mathematical Models, Measurement Techniques, Nonparametric Statistics, *Primacy Effect, *Recall (Psychological), *Statistical Analysis

Identifiers—*Priority Effect, *Randomization

A randomization model appropriate for evaluating priority effects in free recall (i.e., whether "new" items are recalled prior to "old" items) is discussed and related to well-known nonparametric significance tests. Since the bases for the measures that have been suggested in the psychological literature may be interpreted either in terms of Wilcoxon's rank sum statistic or through a specific entry in a 2×2 contingency table, alternative indices of priority can be adopted directly from classical nonparametric statistics. Finally, the mean and variance formulas for a general correlational statistic are provided that specialize to the moments for the two measures already in common use. (Author)

ED 144 970 TM 006 483

Johnson, David L.

Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.

Institute of Human Resources, Albuquerque, N. Mex.

Report No.—IHR-TR-1

Pub Date 75

Note—73p.; For related documents, see TM 006 485, 486, and 487

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Classroom

Observation

Techniques, *Creativity, *Creativity Tests, Elementary Secondary Education, *Field Studies, Gifted, Interaction, Interaction Process Analysis, Manuals, *Social Relations, Statistical Analysis, Student Behavior, *Student Teacher Relationship, Talent Identification, *Verbal Communication

Identifiers—*Social Interaction Creativity Communication System

Some of the specific uses, outcomes, and statistical results obtained with the Social Interaction and Creativity in Communication System (SICCS) of observation are described. Particular attention is given to the different purposes to which the SICCS has been directed, including the coding units, categories, length and frequency of observation, the procedures and equipment used. Summary descriptions of the size and reported composition of the samples and settings observed and any statistical analyses and results are provided. Additional suggestions regarding the use and development of procedures, norms, and training with the SICCS are included in the report. The report is designed to serve as a supplementary guide and reference to the SICCS coding manual. Copies of the Inventory of Individually Perceived Group Cohesiveness, the Gifted and Talented Screening Form, and the Creativity Checklist are appended. (Author/MV)

ED 144 971 TM 006 484

Johnson, David L.

Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2.

Institute of Human Resources, Albuquerque, N. Mex.

Report No.—IHR-TR-2

Pub Date 77

Note—22p.; For related document, see TM 006 485; not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Check Lists, Elementary Secondary Education, *Field Studies, *Group Dynamics, Group Relations, *Group Unity, Norms, *Perception, Post Secondary Education, Questionnaires, Social Behavior

Identifiers—*Inventory Individually Perceived Group Cohesiveness

Specific uses and outcomes of studies conducted with the Inventory of Individually Perceived Group Cohesiveness (IIPGC) are described. This document serves as a supplementary guide to field studies and normative data obtained in reference to the IIPGC. The Inventory of Individually Perceived Group Cohesiveness is a self-report measure of an individual's perception of 20 items of content referencing a group's cohesiveness. Cohesiveness is defined as that group property that can be perceived by individual members regarding the degree, extent, or

strength of mutual attention given by the membership to processes of cooperation, control, and task communication. The brief study reports include information on sample characteristics, settings, number of meetings observed, observer identity, and results. Specific details and normative summaries from the more than 20 field studies, including intra-group comparisons among members and leaders and intergroup comparisons among group and observer scores, are also appended. (Author/MV)

ED 144 972 TM 006 485

Johnson, David L.

Inventory of Individually Perceived Group Cohesiveness (IIPGC).

Institute of Human Resources, Albuquerque, N. Mex.

Note—10p.; For related documents, see TM 006 483 and 484

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, Elementary Secondary Education, Field Studies, *Group Dynamics, Group Relations, *Group Unity, *Perception, Post Secondary Education, Questionnaires, Social Behavior, Test Reliability

Identifiers—*Inventory Individually Perceived Group Cohesiveness

The Inventory of Individually Perceived Group Cohesiveness (IIPGC) is a self-report measure of an individual's perception of group cohesiveness, which is defined as the perceived degree, extent, or strength of mutual attention given by the membership to processes of cooperation, control, and task communication. The IIPGC provides a reliable measure of group cohesiveness on the process dimensions of task communication, cooperation, and expectational control. This inventory is untimed; however, it usually takes no longer than 12 to 15 minutes to administer. The inventory is hand-recorded and scored. This research edition of the IIPGC has been used to study groups of 2-30 people, with members of varying composition (age, sex, racial-ethnic identity, education, etc.) in a variety of settings (playgrounds, conference rooms, pizza parlors, hospitals, libraries, etc.). Field studies on reliability and a copy of the Inventory of Individually Perceived Group Cohesiveness are appended. (Author/MV)

ED 144 973 TM 006 486

Johnson, David L.

Social Interaction and Creativity in Communication System. Coding Manual.

Institute of Human Resources, Albuquerque, N. Mex.

Pub Date 75

Note—65p.; for related documents, see TM 006 483

Available from—Institute of Human Resources, P.O. Box 14412, Albuquerque, New Mexico 87111 (1-9 copies, \$8.00 ea., 10-20, \$6.95 ea., 21-40, \$4.95 ea., 41 or more, \$2.95 ea.)

Document Not Available from EDRS.

Descriptors—*Classroom

Observation

Techniques, Creative Expression, *Creativity, Interpersonal Relationship, Phonotape Recordings, *Social Relations, Student Behavior, Student Teacher Relationship, *Talent Identification, Test Reliability, *Verbal Communication, Video Tape Recordings

Identifiers—*Social Interaction Creativity Communication System

The Social Interaction and Creativity in Communication System (SICCS) was constructed for purposes of (1) initiating more objective inquiry into talent identification programs; (2) fostering the observational skill and insight of practitioners wanting to facilitate the communication of creativity in others; (3) assessing the processes and conditions associated with creative performance; and (4) documenting over time the development, distribution, and range of creative performance. The SICCS coding categories make explicit a tentative, social-psychological conception of the nature of the verbal performance of talented individuals. According to this conception, verbal acts may be creative, and creative processes may be examined sequentially in relation to antecedent and subsequent speaker acts. Emphasis may be placed on specific verbal skills of individual speakers in brief or extended social interaction patterns. The coding system allows for an exploration of four modes of creative expression: the appraisal, prescriptive, information, and questioning modes. The appraisal mode centers

on a way of making judgments or assessments. In the prescriptive mode some concern is expressed for control over objects, persons, places, and events, i.e., demands. The informational mode focuses on describing the characteristics of objects, persons, places, and events, and the questioning mode represents the request for some range of response without specifying any or all the content anticipated. The SICCS can be used as a direct observational tool or with the aid of audio and video tape recordings. (Author/MV)

ED 144 974 TM 006 487

Creativity Checklist (CCh).

Institute of Human Resources, Albuquerque, N. Mex.

Note—5p.; For related document, see TM 006 483

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Check Lists, *Creativity, *Creativity Tests, *Student Behavior, Student Evaluation, Test Validity

Identifiers—*Creativity Checklist (Johnson)

The Creativity Checklist (CCh) is an eight-item measure developed specifically for the systematic identification of creativity observed by at least one other person. Each item is rated on the basis of that person's observations of individuals and scored on a scale that can vary from 1=never to 5=consistently. Each individual's total creativity score is obtained by summing across all eight items. Total CCh scores may range from a minimum of 8 to a maximum of 40. In using the CCh every effort should be made to sample as many settings and content/task areas possible; wherein some creativity is expressed and observed by participants in the setting. Some empirical studies have reported correlational data with the CCh which in turn contributes to estimates of its external validity as a screening device and the general utility of the term, creativity, as a theoretical construct. Johnson (1975) reported that different school district studies yielded an overall positive mean correlation ($r=.51$) between the CCh and the Social Interaction and Creativity in Communication System (SICCS) systematic codings of observed creativity in the classroom. High mean product-moment correlations have been reported for the CCh with the Torrance Tests of Creative Thinking (TTCT)—verbal total scores ($r=.56$), the Remote Associates Test (3 studies, $r=.51$), and the Preconscious Activity Scale (3 studies, $r=.51$). A copy of the check list is appended. (Author/MV)

ED 144 975 TM 006 494

Kaczka, Eugene Singer, Frank

Acceptance Testing—Course Readiness Measurement.

Pub Date 28 Apr 77

Note—15p.; Paper presented at the Annual Meeting of the Northeast Regional Conference of the American Institute for Decision Sciences (6th, Albany, New York, April 28, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business Education, College Mathematics, Core Courses, Decision Making Skills, Higher Education, Individualized Instruction, Item Analysis, *Learning Readiness, Mastery Tests, Mathematical Applications, Program Improvement, *Screening Tests, *Statistics, Test Results, *Undergraduate Students

Identifiers—University of Massachusetts Amherst

For several semesters, the teaching staff of the administrative statistics course at The University of Massachusetts have engaged in "acceptance testing"—the screening of incoming students for some very basic skills with an open book, unlimited time, repeatable test. Test results demonstrated that successful completion of prerequisite courses was no guarantee of readiness for courses which built upon the prerequisites. These results provided information that could be used to work with the mathematics and statistics department to correct deficiencies. A historical account of the testing program, a description of the implementation strategy, and an assessment of impact on the administrative statistics course (and on teachers of prior courses) are reported. (Author/MV)

ED 144 976 TM 006 505

Lockheed, Marlene E., Comp. And Others

Sex Discrimination in Education: A Literature Review and Bibliography.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-77-5

Pub Date May 77

Note—90p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Access to Education, *Bibliographies, *Educational Disadvantage, Educational Discrimination, Educational Mobility, Educational Opportunities, Elementary Secondary Education, *Females, Job Skills, *Literature Reviews, Post Secondary Education, *Sex Discrimination, Sex Role

This bibliography focuses on studies which relate discrimination in education to sex differences in the attainment of roles and rewards both in the educational system and in the larger society. The authors define discrimination in education as reduced access to the educational system, or reduced production of marketable skills by the educational system. This literature is reviewed in an extensive preface to the bibliography. The 1000 item bibliography itself contains references to published and unpublished materials which may be of use to persons interested in the problem of sex discrimination in education. (Author/MV)

ED 144 977

TM 006 508

Fremer, John

Setting and Evaluating Competency Standards for Awarding High School Diplomas.

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Standards, *Evaluation Criteria, Evaluation Methods, *Graduation Requirements, *Guidelines, High School Students, *Policy Formation, School Policy, *Senior High Schools, Student Evaluation

Seven guidelines for setting minimum competency standards for high school graduation are presented: (1) Competency standards for the diploma should be developed by a process that gives major attention to the needs of students yet recognizes an institutions' responsibility to societal needs. (2) Competency standards should be developed using good management procedures. (3) Standards must be set at realistic levels. (4) Standards should be administered with an adequate student advisory and guidance system providing preparation and feedback. (5) Standards should be applied consistently within programs, across programs, and over time. (6) Standards should be backed fully by the home institution to increase the likelihood that the resulting diploma will be acceptable to other institutions. (7) Standards should be administered so that the students involved feel they have been well served. Three factors which are believed to influence a school district's actions are the external requirements of other institutions and agencies, the basic educational objectives of the school district, and the personal development goals of individual students. Seven possible assessment procedures are outlined. They are: development of competence scales, use of the traditional methods, review of test questions, identification of prerequisite skills, use of normative data, comparison of test scores to course performance, and use of preselected groups. (Author/MV)

ED 144 978

TM 006 527

Symposium: Perspectives on Formative Evaluation of Children's Television Programs.

Pub Date 6 Apr 77

Note—46p.; Papers presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Children's Television, *Educational Television, Elementary Secondary Education, Field Studies, Formative Evaluation, Minority Group Children, National Programs, *Program Design, *Program Evaluation, Regional Programs

Evaluators of television programing and representatives of funding agencies discussed the impact of the perceptions of funding agencies on the evaluation of children's television. Participants also examined the interplay between the objectives of the television series and the evaluation, the relationship between production and evaluation, and the resulting problems. Participants and their topics included: Valerie Crane, Designing an Evaluation of a Regional Television Series; Francis Harvey, Designing Evaluation Programs to Meet the Changing Needs of a National

Children's Television Series; Mel M. Moore, The Role of Evaluation in the Production of Children's Television Programs; and Saul Rockman, Evaluation of an Instructional Television Series. (Author/MV)

ED 144 979

TM 006 529

Crawford, John And Others

Methods for Maximizing the Validity of Experiments on Teaching.

Pub Date Apr 77

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Research, Control Groups, Data Analysis, *Educational Experiments, Experimental Groups, *Field Studies, *Research Design, *Research Problems, Teacher Behavior, *Teaching, *Validity

A number of potential threats to internal validity in true experiments are discussed. Programmatic research efforts proceeding from established correlational findings to experiments employing random assignment are described and used as referents in discussions of validity considerations. The collection of observational data is recommended for use in analyses of the degree of treatment implementation. The summary presents examples of the near-inevitable tradeoff between different types of validity (internal and external) in experiments on teaching. (Author)

ED 144 980

TM 006 530

Rest, James And Others

Development in Judging Moral Issues—A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.

Minnesota Univ., Minneapolis.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 77

Grant—NIMH-R01-MH27861

Note—96p.; Tables will be marginally legible due to quality of print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Adults, *Cognitive Development, College Students, *Correlation, Cross Sectional Studies, Delinquents, Higher Education, High School Students, Individual Characteristics, Individual Differences, Intervention, Junior High School Students, Longitudinal Studies, *Moral Development, Moral Values, Personality, Political Attitudes, Secondary Education, *Standardized Tests, Test Reliability, *Test Results, Test Validity

Identifiers—*Defining Issues Test, *Moral Judgment

Six papers, originally presented in different form at the 1977 Convention of the Society for Research in Child Development, highlight approximately 100 studies that have used the Defining Issues Test (DIT) of moral judgment. The DIT's standardized format and objective scoring makes comparisons possible among studies, and this body of research comprises the most substantial data base yet accumulated on a single measure of moral judgment. The purpose of this report is to present outstanding examples of several types of DIT studies, to summarize the findings of similar studies, and to discuss the theoretical implications regarding the nature of moral judgment and cognitive-developmental theory. The papers include: Charting the course of development through cross-sectional and longitudinal studies (James R. Rest); Cognitive and political attitude correlates of the DIT (James L. Carroll); Moral judgment intervention studies using the DIT (Jeanette A. Lawrence); The DIT related to behavior in an experimental setting: promise keeping in the prisoner's dilemma game (M. Kathryn Jacobs); Social cognition related to behavior in a naturalistic setting: a comparison of delinquents, predelinquents and nondelinquents (Edgar B. McCollan); and Indexing moral development (Mark L. Davison and Stephen Robbins). (Author/MV)

ED 144 981

95

TM 006 531

Emory, Ruth P. Pino, Rene F.

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group.

Learning Div.

Pub Date Dec 76

Contract—400-76-0046

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cost Effectiveness, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Information Dissemination, *Instructional Systems, Interagency Coordination, *Program Evaluation, Program Improvement, *Teacher Improvement, *Technical Assistance

Identifiers—*Improving Teaching Competencies Program

The Technical Assistance Unit (TAU) is one of six work components in the Field Relations and Dissemination Work Unit (FRDWU) of the Improving Teaching Competencies Program (ITCP) of the Northwest Regional Educational Laboratory (NWREL). TAU established the following objectives: (1) to provide technical assistance for any interested users of ITCP instructional systems, (2) to ensure and facilitate the use of ITCP instructional systems, (3) to solicit and contract with new clients, (4) to develop and implement multiple strategies for disseminating ITCP systems, (5) to document, study, and analyze strategies, (6) to determine the extent to which TAU can become self-supporting, (7) to maintain a continuous relationship with the field to facilitate any future needs for field-based research, development, dissemination and evaluation efforts, (8) to understand how this unit should interface with other lab administrative units. This evaluation was intended to determine the feasibility of establishing the TAU, to improve its functioning and to serve as a useful first step for evaluation. However, the evaluators felt that it was impossible to give good advice based on the data collected because it was difficult to distinguish between the TAU and other components of the FRDWU, eight months of study was not adequate time, and the budget provided was inadequate. (MV)

ED 144 982

TM 006 533

Farrow, Earl Vann And Others

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.

Rutgers, The State Univ., New Brunswick, N.J. Educational Action Programs.

Pub Date May 77

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Academic Achievement, *Compensatory Education Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Enrollment, *Higher Education, Longitudinal Studies, *Program Effectiveness, Program Evaluation, Secondary Education, *Success Factors, Urban Youth

Identifiers—Rutgers The State University NJ, *Upward Bound

Rutgers Upward Bound program participants were recruited from 16 New Jersey high schools upon completion of the tenth grade. Students with potential for achieving success in a two- or four-year college were selected, despite lack of appropriate educational background. Subjects of this longitudinal study were 345 volunteers who participated in the program between 1966 and 1976. All participants enrolled in a college preparatory high school program and were exposed to summer and school year programs. Meta-teaching in these programs emphasized attitudes, self-concept, academic skills, and study habits considered important in contributing to academic success. It was found that college success was significantly higher for Upward Bound participants than non-participants. High class rank at high school graduation was also associated with success in college. Furthermore, no significant differences were found between high or low achievement on the Scholastic Aptitude Test, and college success. Length of exposure to the program was not related to either academic success or enrollment in college. (GDC)

ED 144 983

TM 006 534

Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C. National Education Association, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C. Center for Human Relations. Pub Date Feb 72. Note—35p.

Available from—National Education Association Order Dept., Academic Building, Westhaven, Connecticut 06516 (Stock Number 0556-2-06, \$1.00); cassette tapes of condensations of conference speeches available from same address (Stock Number 0550-3-06, \$28.50).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bilingual Students, *Civil Rights, Cultural Differences, *Educational Opportunities, Elementary Secondary Education, *Minority Group Children, Public Schools, Self Concept, *Standardized Tests, *Student Rights, *Test Bias, *Testing Problems, Test Interpretation.

Major speeches presented at the conference on human and civil rights in education are summarized. Issues discussed at the conference include: the extent to which standardized testing infringes on the rights of students and educators; the existing uses of educational testing in public schools; and ways to eliminate misuses of tests by educators, researchers, and the testing industry. Summaries of small group discussions are represented on test bias, use of tests for educational administration and employment counseling and the impact of inaccurate test data on student self concept. Recommendations of these discussion groups are summarized. Results of a questionnaire on testing are also included. (GDC)

ED 144 984 TM 006 535

Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SRI-P-7370

Pub Date Mar 71

Contract—OEC-0-8-522480-4633(100)

Note—121p.; For related document, see ED 057 266 and 267

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education Programs, Demography, Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, Evaluation Methods, Followup Studies, Interviews, *National Surveys, *Parent Attitudes, *Parent Influence, *Parent Participation, Parent School Relationship, Parent Student Relationship, Primary Education, Program Effectiveness, *Program Evaluation

Identifiers—*Project Follow Through

The design of the 1969-70 Parent Interview (PI) survey specified that interviews be taken with the parents of children in Follow Through classes and with those of children in comparison classes of non-Follow Through children. A total of 14,833 interviews were conducted between January and March 1970 by the National Opinion Research Center in 49 communities with 67 Follow Through projects under 20 sponsors. Within the overall evaluation, the PI survey served four main purposes: to examine the comparability of Follow Through and Non-Follow Through children; to determine the effectiveness of Follow Through for different demographic subgroups; to investigate parent attitudes and actions as mediators of the effectiveness of school programs; and to measure parent awareness of, participation in, and satisfaction with Follow Through. This report seeks to evaluate levels of parent involvement by comparisons of Follow Through and non-Follow Through parents, holding constant the levels of poverty and aggregating over all sponsors and grade levels. The remainder of the report is devoted to analysis and interpretation of data relating to selected measures of parent awareness, participation, influence, and satisfaction. (Author/MV)

ED 144 985 TM 006 539

Seegmiller, Bonni R. Measuring Sex Role Development: A Comparison of Two Methods.

Pub Date 14 Apr 77

Grant—NIMH-26039

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (48th, Boston, Massachusetts, April 13-16, 1977)

Available from—Bonni R. Seegmiller, Department of Psychology, Hunter College of the City University of New York, Box 1449, 695 Park Avenue, New York, New York 10021

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Classroom Observation Techniques, Identification (Psychological), *Interaction Process Analysis, Measurement Techniques, Objective Tests, Peer Relationship, Personality Tests, Predictor Variables, *Preschool Children, Preschool Education, *Sex Role, Social Behavior, Student Teacher Relationship, Test Reliability, *Test Validity, *Verbal Tests

Two basic problems are confronted in this research: (1) What is sex role differentiation?, and (2) How does one go about measuring it? Both questions revolve around construct validity and the adequacy of sex role measures. Most investigators have used dependent "objective-verbal" tests to measure sex role differentiation. These either involve questions about the differences between boys and girls, or the presentation of toys appropriate for one sex or another along with questions regarding their appropriateness. This study examines the construct validity of these "objective-verbal" tests. Comparative data on sex role differentiation in preschool children were collected from "objective-verbal" tests and naturalistic observations. One-hundred fifty-two 3-5 year-olds were administered the It-test, the Occupational Preference Test, the Nadleman Recall Test, the DeLucia Toy Preference Test, and the Draw-A-Person test. They were observed in their classrooms approximately once every two weeks, with observers noting instances of aggressive, dependent, and cooperative behavior. Child-child and teacher-child interactions were also observed. Findings showed dependent behaviors to be most frequent, with aggressive behaviors next; cooperative behaviors were rare. When correlations were made results demonstrated that children who scored low, or less masculine on the sex role tests showed more dependent behaviors than children with high masculine scores. Evidence also strongly supported the belief that children with high masculine scores on the objective tests behaved more aggressively. (Author/MV)

ED 144 986 TM 006 546

Bebeau, Muriel J. And Others

Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-77-9

Pub Date May 77

Contract—F41609-75-C-0028

Note—15p.

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *College Students, College Teachers, Education Majors, Higher Education, *Motivation Techniques, Positive Reinforcement, *Rewards, *Student Attitudes, Student Motivation

The data base from an earlier incentive survey describing college psychology student preferences for incentives commonly offered by instructors to promote achievement in course work was extended to include undergraduate education majors. The 385 volunteer subjects rated ten incentives on 45 paired-comparison items and on a seven-point rating scale. The students rated the preferred rewards for high achievement in this order of desirability: release from final examination; praise from instructor, or points toward final course grade; letter grade indicating quality, course-related field trips, or release from class attendance; discussion with authority on a topic of course interest; recognition in faculty publications; assisting the instructor as proctor, and no reward. Consistency of ratings was high within subjects on the paired-comparison items, between the paired-comparison and rating-scale methods, and between the education and the introductory psychology student samples. (Author/MV)

ED 144 987 TM 006 548

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Mar 76

Note—126p.; For related document, see ED 113 385

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Annual Reports, Basic Skills, *Compensatory Education Programs, Computer Assisted Instruction, Counseling Services, Creative Dramatics, Disadvantaged Youth, Elementary School Science, Elementary Secondary Education, English (Second Language), Evaluation Methods, *Federal Programs, Mathematics, *Program Evaluation, Reading Instruction, Summer Programs, World Affairs Identifiers—*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), *Philadelphia School District PA

The major portion of this digest consists of brief descriptions of currently funded Elementary and Secondary Education Act, Title I projects in the Philadelphia, Pennsylvania public school system, from 1965 through 1976. Each description includes four sections: management information, project description, evaluation techniques and major findings on a year-by-year basis through January 1976. Preliminary findings are offered for the 1975-1976 school year. A list of 41 projects no longer funded under Title I appears in the Appendix. (MV)

ED 144 988 TM 006 551

Duszynska, Anna

Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Age Differences, *Cognitive Development, Comparative Analysis, *Cross Cultural Studies, Elementary Education, Elementary School Students, *Logical Thinking, Multiple Choice Tests, Racial Differences, Reading Comprehension, School Location, Sciences, *Science Tests, Scientific Literacy, Sex Differences, *Test Construction

Identifiers—*Piagetian Theory, Poland, *Science Reasoning Level Test (Duszynska), United States

The Science Reasoning Level Test (SRLT) was developed and administered to elementary school students in Poland and the United States, in order to determine whether a multiple choice test based on a Piaget model of the development of thought processes could be used to study the development of scientific reasoning. The relationship between reasoning and academic achievement, and patterns in the development of thought processes were compared for both countries. Test scores for 171 Polish children in grades 3-5 and 70 American children in grades 4-6 revealed positive correlations between the SRLT and scores on science and reading comprehension tests in both countries. A positive correlation was also found between Guttman scales scores, used to evaluate patterns of responses, and school achievement. There were no significant differences in performance between Polish and American students. It was demonstrated that Piaget's conceptualization of stages of thinking can be used as a basis for test construction. Comments on the instructional applications of such tests, and a copy of the Science Reasoning Level Test are included. (Author/MV)

ED 144 989 TM 006 552

Kolstad, Andrew

National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation.

National Center for Education Statistics (DHEW), Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NCES-77-266

Pub Date 77

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*College Students, *Enrollment Influences, Enrollment Trends, Followup Studies, Higher Education, Junior Colleges, *Junior College Students, *Longitudinal Studies, National Surveys, Private Colleges, Racial Differences, Social Differences, State Colleges, *Student Characteristics, Student Employment, Universities, *Withdrawal

Identifiers—*National Longitudinal Study High School Class 1972

Some findings about attrition from two- and four-year colleges and universities based on the National Longitudinal Study of the High School Class of 1972 (NLS) are presented. Attrition is defined as withdrawal from college without completing a degree. After 2 years, the four-year institutions had lost 23.5 percent of their entrants. More two-year college students, 39.3 percent, withdrew without completing a degree. Private schools and schools with higher than average admissions test scores had lower attrition rates. The majority of students who left college did so for nonacademic reasons; those who worked full time withdrew at nearly double the rate of those with a part-time job or no job at all. Black and Hispanic students withdrew somewhat more frequently than white students, but in 4-year institutions there were no differences in attrition when adjustments were made for socioeconomic background. (Author/MV)

ED 144 990 TM 006 555
Measuring Performance: Verifying Competencies through Observation and Judgment.
Oregon State Dept. of Education, Salem.
Pub Date 77
Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
Descriptors—Basic Skills, Educational Assessment, Educational Objectives, Graduation Requirements, Guidelines, High School Students, Informal Assessment, Observation, Performance Based Education, Performance Criteria, Secondary Education, Secondary School Teachers, Standards, Student Evaluation, Teacher Role
Identifiers—Oregon

This guide was developed to assist Oregon school districts in meeting revised minimum state standards for planning and assessment. The teacher's role in objectively judging student performance with respect to satisfying graduation requirements is discussed. Guidelines are given for implementing an effective system of using teacher judgments in assessing students' life skills competencies. Life Skills competency is defined as demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life-role functions. The steps involved in teacher assessment of student skills include: specifying and understanding the skills required, naming performance characteristics, developing valid means of collecting data, developing guidelines for making judgments, fairly judging student competency, and taking appropriate followup action. (MV)

ED 144 991 TM 006 556
Hansen, Duncan N. And Others
Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-77-35-Vol-2

Pub Date Jul 77

Contract—F41609-75-C-0040

Note—27p.; For related document, see TM 006 532

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Tests, Branching, Comparative Analysis, Complexity Level, Computers, Individualized Programs, Military Personnel, Models, Post Secondary Education, Technical Education, Testing, Test Reliability, Test Validity, Time

Identifiers—Adaptive Testing, Computer Assisted Testing, Flexilevel Tests

A computerized adaptive testing model was applied to a hierarchically arranged series of subtests within the instructional context of a technical education system. The model was a modification of Lord's flexilevel paradigm; however, it did not allow for individualized entry. Two achievement tests, each divided into five hierarchically related subtests to allow for the assessment of sequential performance contingencies, were administered to 133 enlisted personnel enrolled in a precision measurement equipment course. Data collection involved a within-subject design in which students were entered at the median of the initial subtest and were administered items by the flexilevel procedure. Following the completion of the adaptive test, all remaining items were ad-

ministered. Similar procedures were followed for the remaining subtests. Test validity analyses yielded part-whole correlations between adaptive test and total test scores ($r=.95$). Validity indices and test reliabilities were also essentially identical. For two subtests, the time savings associated with adaptive testing were approximately 25 and 30 per cent. The results support the generalizability of adaptive testing benefits to complex, hierarchically structured technical training. (Author/MV)

ED 144 992 TM 006 563

Rowe, Helga A. H.

The Comparability of WISC and WISC-R. Occasional Paper No. 10.

Australian Council for Educational Research, Hawthorn.

Pub Date Oct 76

Note—56p.

Available from—U.S. distributor, Lawrence Verity, Inc., Mystic, Connecticut 06355 (\$3.50)

Document Not Available from EDRS.

Descriptors—Adolescents, Comparative Analysis, Equated Scores, Intelligence Tests, Norms, Secondary Education, Sex Differences, Standardized Tests, Statistical Analysis, Test Results

Identifiers—Australia, Wechsler Intelligence Scale for Children, Wechsler Intelligence Scale for Children Revised

In order to determine the comparability of the IQ estimates and subtest scores on the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Intelligence Scale for Children-Revised, both tests were administered in a four-cell counter-balanced design. Overlapping items were given only once. Subjects were 77 male and 51 female adolescents (14 to 16 years old) from thirteen Melbourne, Australia metropolitan secondary schools, including high schools, technical, and independent schools, both coeducational and single sex. Results indicated that WISC-R and WISC measure in the same direction, that their structure is similar, but that the tests are not equivalent. WISC-R predicts 77% of WISC and vice versa. Comparison of WISC-R and WISC IQ's for all 128 subjects showed a tendency for WISC-R Verbal, Performance, and full scale IQ, to be lower than WISC IQ scores. These findings suggest that considerable care may have to be taken in situations where WISC-R is used to retest children, as in longitudinal studies, and in situations where WISC-R IQ scores provide the basis for special class placement. (Author/MV)

ED 144 993 TM 006 564

Armstrong, David G.

Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.

Texas A and M Univ., College Station. Coll. of Education.

Pub Date Aug 77

Note—35p.

Available from—David G. Armstrong, EDCI, College of Education, Texas A & M University, College Station, Texas 77843 (limited quantities available at no charge)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, Course Organization, Economic Education, High School Students, Multiple Choice Tests, Secondary Education, Test Construction

Identifiers—Free Enterprise, Test of Free Enterprise Understanding (Armstrong)

Materials developed for use by high school teachers in courses dealing with free enterprise economics are presented. The developmental version of a 50-item multiple choice test, a list of proposed behavioral objectives, a list of suggested topic titles and major focus concepts are included. Test construction and reliability studies are briefly described. (MV)

ED 144 994 TM 006 565

Kettner, Norman

Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-76-78

Pub Date Oct 76

Contract—F41609-75-C-0042

Note—126p.; Not available in hard copy due to small size of tables

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Differences, Aptitude Tests, Comparative Analysis, Equated Scores, Grade 10, Grade 11, Grade 12, High School Students, Predictor Variables, Secondary Education, Sex Differences, Tables (Data), Test Results

Identifiers—Armed Services Vocational Aptitude Battery, Differential Aptitude Tests, General Aptitude Test Battery

Test performance of high school students on the Armed Services Vocational Aptitude Battery (ASVAB), the General Aptitude Test Battery (GATB), and the Differential Aptitude Tests (DAT) was compared. The design of the study provided for information on test intercorrelations, prediction equations for the ASVAB tests from the commercial tests and conversion tables between highly similar tests across batteries. Separate comparisons were made by grade and sex. A total of 1,232 students were tested and each student took the ASVAB and one other battery. Six of the tests in the ASVAB correlated highly with tests in the commercial batteries. The remainder of tests in the ASVAB were information type tests that had low to moderate correlations with the tests in the commercial batteries. The correlations for the males were generally higher than for the females and the correlations increased with grade. The multiple correlation coefficient in the prediction of the ASVAB tests from the commercial tests ranged from zero to .90. (Author/MV)

ED 144 995 TM 006 573

Eubanks, James L.

Differential Incentive Effects under Varying Instructional Conditions. Interim Report January 1975-June 1975.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-76-11

Pub Date Jul 76

Contract—F41609-75-C-0028

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement, Advance Organizers, College Students, Cues, Education Majors, Feedback, Higher Education, Instruction, Learning Motivation

Three consecutive experiments examined the effect of offering college students performance-contingent points toward their final course grade under various combinations of knowledge of correct response and rules with examples of how to perform the task. Students who were offered points and received rules with examples scored lower on an immediate post test than students who received rules with examples but were not offered the points. The situation was reversed for students who did not receive rules with examples: post test scores were higher when points were offered. This disordinal interaction between performance-contingent points and rules with examples was significant ($p < .05$) in all three experiments. The main effect of rules with examples was significant ($p < .001$) across all three studies. Neither points nor knowledge of correct response produced significant main effects. (Author/MV)

ED 144 996 TM 006 575

Fletcher, John Ree, Malcolm James

Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-76-70

Pub Date Oct 76

Contract—F41609-76-C-0006

Note—145p.; Several tables may be marginally legible due to print quality

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Aptitude Tests, *Correlation,

*Equated Scores, Factor Analysis, High School Students, Military Organizations, *Norms, Research Methodology, Secondary Education, Statistical Analysis, Tables (Data), *Test Construction, Test Reliability, Test Validity, *Vocational Aptitude

Identifiers—*Armed Services Vocational Aptitude Battery

The selection of an appropriate test battery is based on its content and applicability to the vocational trainee population. This report describes the testing of a national sample of U.S. high school students with an established version of Armed Services Vocational Aptitude Battery (ASVAB), and a new, enlarged version of the same test battery. Correlation matrices and conversion tables were generated by equating components of the old form of the test with scales and components in the new version. The research methodology and findings were described, compared, and contrasted to the two test measures. Correlation and factor analyses were executed which showed four component factors. These are described and used to identify the vocational aptitude contents of the two tests. (Author/DSE)

ED 144 997 TM 006 585

[Cleat, V. J. Snider, J. C.]

Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Report No.—AIR-620-11-690-746

Note—71p.; For related document, see TM 006 587; not available in hard copy due to marginal legibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, *Developing Nations, Higher Education, National Programs, *Objective Tests, Occupational Tests, *Program Descriptions, Program Development, Research and Development Centers, Secondary Education, *Testing Programs

Identifiers—*Africa (West), Gambia, Ghana, Nigeria, Sierra Leone, *West African Examinations Council

Activities of the Test Development and Research Office (TEDRO), a division of the West African Examinations Council (WAEC), are described. The WAEC is an international educational and professional testing organization established to serve its four member countries: Nigeria, Ghana, Sierra Leone, and The Gambia. The U.S. Agency for International Development supports WAEC's program of research and development performed to introduce large-scale testing programs to West Africa. The tests are used primarily for manpower selection and for assessment of academic achievement as related to graduation requirements, college entrance, Civil Service employment, and occupational certification. TEDRO has three primary responsibilities: to initiate and coordinate all objective test development, to establish aptitude testing services, and to plan and execute research on tests and testing procedures. The history and development of testing organizations in West Africa, as well as training and research activities, are described. Particular emphasis is given to TEDRO programs completed through December 1968. Studies investigating the validity of TEDRO-developed aptitude tests are summarized. (GDC)

ED 144 998 TM 006 587

Bowers, John E.

Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—AIR-842-11-73-FR

Pub Date 13 Nov 73

Contract—AID-af-595

Note—113p.; For related document, see TM 006 585

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Achievement Tests, Administrative Organization, Aptitude Tests, *Developing Nations, Higher Education, Institutional Research, National Programs, Objective Tests, Occupational Tests, Personnel Selection, Program Descriptions, Program Development, *Program Improvement, *Research and Development Centers, Secondary Education, *Test Construction, *Testing Programs

Identifiers—*Africa (West), Gambia, Ghana, Nigeria, Sierra Leone, *West African Examinations Council

The expansion of The West African Examination Council's (WAEC) Test Development and Research Office (TEDRO), from January 1969 through August 1973, is described. The development of TEDRO as an institution was of primary importance; the continuation of test development and educational services was the other major goal during this period of time. TEDRO serves the member countries of the WAEC—Nigeria, Ghana, Sierra Leone, and the Gambia—by developing and administering objective testing programs related to aptitude for various occupations and school entrance. TEDRO also conducts research on the validity of their tests, and trains educators in test construction and research techniques. Improvements include the establishment of branch offices in Accra, Ghana and Freetown, Sierra Leone, additions and changes in staffing, additional staff training, association with professionals in other countries, development of a library, and increasing use of data processing equipment. Abstracts of 63 research reports issued by TEDRO during this project are appended. (GDC)

ED 144 999 TM 006 605

Prestwood, J. Stephen Weiss, David J.

Accuracy of Perceived Test-Item Difficulties.

Research Report No. 77-3.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—PMP-RR-77-3

Pub Date May 77

Contract—N00014-76-C-0243

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ability, *Complexity Level, Higher Education, Item Analysis, *Perception, Student Reaction, Test Construction, *Test Items, Undergraduate Students, *Verbal Ability

The accuracy with which testees perceived the difficulty of ability-test items was investigated by administering two 41-item conventional tests on verbal ability. High- and low-ability groups responded to test items by choosing the correct alternative and then rating each item's difficulty relative to their levels of ability. Least-squares estimates of item difficulty correlated highly with proportion-correct and latent trait estimates of item difficulty based on a norming sample. Least-squares estimates of testee ability, which were based solely on the difficulty perceptions of the testees, correlated significantly with number-correct and maximum-likelihood ability scores based on the testees' responses to the items. These results show that item-difficulty often used in test construction, and that as testee ability level increased, the items were perceived as being relatively less difficult. The relationship between a testee's ability and his/her perception of an individual item's relative difficulty appeared to be weak. Of major importance was the finding that items which were appropriate in difficulty levels from a psychometric standpoint were perceived by the testees as being too difficult for their ability levels. (Author/DSE)

ED 145 000 TM 006 609

Frchter, Dorothy A. Ree, Malcolm James

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

Air Force Human Resources Lab., Brooks AFB, Texas.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-77-19

Pub Date Mar 77

Contract—F41609-76-C-0027

Note—112p.

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Aptitude Tests, *Armed Forces, *Equated Scores, Item Analysis, Item Sampling, Military Personnel, *Personnel Selection, Statistical Analysis, Tables (Data), *Test Construction, *Vocational Aptitude

Identifiers—*Armed Services Vocational Aptitude Battery

In order to meet the needs of all the Armed Services, new forms of the Armed Services Vocational Aptitude Battery (ASVAB) must periodically be developed, refined, and standardized on an appropriate normative sample. Since one of the uses of the ASVAB is to determine candidate suitability for military service, it is necessary for the standardization sample to be broadly representative of the national applicant body; and since the preparation of replacement ASVAB Forms constitutes a significant revision, parallelism of new forms with each other and with previous ASVAB Forms must be achieved. The purpose of the reported research was to conduct, edit, test on a national sample, and standardize three new versions of ASVAB, which would become ASVAB Forms 8, 9, and 10. Operational Form 7 was suggested as the example for item selection and the criterion for comparability with previous ASVAB Forms. (Author)

ED 145 001 95 TM 006 652

Brickell, Henry M. And Others

Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—12p.

Journal Cit—Evaluation Comment; v5 n2 Dec 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Contracts, Evaluation Methods, *Evaluators, Guidelines, *Political Influences, *Problems, *Program Evaluation, Research Problems, *Role Conflict, *Standards

External political pressures which influence the role and methodology of evaluation are described in the lead article by Henry M. Brickell. These influences, according to the author, are constantly present and are often more powerful in their effect than the actual evaluation findings. Based upon his experiences as an evaluator of educational programs under contract to different government agencies, Brickell presents case studies of political influences on evaluation studies, and offers suggestions for evaluators who are faced with similar problems. Gabriel Della-Piana, in a commentary on the first paper, extends Brickell's analysis and suggests ways to alleviate the problems resulting from political influences. One major problem—that evaluations are inaccurate because the evaluator has omitted negative findings—is illustrated by a number of specific examples. These examples are classed into three areas of coping deficiency: interference with the evaluator's task, inappropriate feedback, and biased decision making in order to avoid unfavorable consequences. A second commentary by William J. Wright is also included. Standards for evaluation contracts and for the performance of a credible evaluation are suggested. Responsibilities of clients and evaluators, specification of the report's audience, conflict of interest, measurement techniques, interpretation of results, and resolution of conflict are discussed. (GDC)

UD

ED 145 002 UD 017 192

Davis, Lenwood G.

A Working Bibliography on Published Materials on Black Studies Programs in the United States. Exchange Bibliography #1213.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 77

Note—33p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—African Culture, *Bibliographies, Black Community, Black Culture, *Black Literature, *Blacks, Black Students, *Black Studies, *Reference Materials, Resource Materials

This is a working bibliography on published materials on black studies programs in the United States. It includes books, pamphlets, articles, dissertations, general reference works, and current black periodicals. It also includes a listing of United States libraries with major black history book collections. (Author/AM)

ED 145 003 UD 017 268

Hsi, Victor Lim, Virginia
A Summary of Selected Research on Cognitive and Perceptual Variables.

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—15p.

Available from—Asian American Bilingual Center, 2168 Shattuck Avenue, 3rd Floor, Berkeley, California 94704

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Americans, Chinese Americans, *Cognitive Style, *Cognitive Tests, Ethnic Groups, Japanese Americans, Mexican Americans, *Perception Tests, Teaching Methods

Identifiers—*Carpenteredness, *Field Dependence Independence, *Muller Lyer Illusion

This paper reviews and summarizes selected findings concerning two hypotheses about perceptual abilities: field dependence-independence and the Carpenter Theory. The conclusion of the paper discusses the implications and applications of these research findings to the pedagogy for Asian American students. The review indicates that different ethnic groups have different perceptual abilities. However, attempts to find the causes of these differences have produced different and at times conflicting results. Very few of the studies cited were conducted with Asians, and none has investigated the perceptual abilities of Asians in the U.S. While all the studies indicated that Mexican Americans possess a field dependent cognitive style, there is no evidence that Asian Americans are more field dependent than Anglo Americans. In fact, Chinese Americans and Japanese Americans have been shown to be about equal to or to surpass Anglos on mathematics and reasoning abilities. Studies have shown that Asian Americans possess distinct mental ability profiles which are different from those of other non Asian ethnic groups. Future research studies should be directed towards the identification of the unique cognitive ability profiles of Asian Americans and these findings should be applied to the development of pedagogic approaches which are relevant to Asian Americans. (Author/AM)

ED 145 004 UD 017 271

Cavin, Alonzo And Others

Affective Variables Indicating Success for Compensatory Education Projects.

Pub Date 22 Jul 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, Affective Objectives, *Attitude Tests, Cognitive Objectives, *College Students, *Compensatory Education Programs, Higher Education, Interaction, *Prediction, *Student Attitudes

This document is a study of the importance of affective variables and the implications of these variables in student success or failure. A 28 item questionnaire was administered to 30 college students enrolled in a compensatory education program. The questionnaire assessed attitudes toward professors, administrators, peers, toward relevance of school, and toward program services. Results indicated a relationship between attitudes toward school and performance. Namely, those groups of students showing negative attitudes were those who cut classes, avoided administrators and who did not use the services offered by the school. These very tentative findings are important to compensatory education programs. These programs select students from disadvantaged backgrounds who show high potential for academic success. The difficulty lies in identifying these students. Standard instruments are culturally biased and are of little use in predicting academic performance. The literature has reported on four ways to resolve the issue of students' recruitment: social Darwinism, middle classification, institutional change, and new admissions criteria. The inclusion of performance on certain attitudinal scales as one measure of fu-

ture success is endorsed in this paper. These scales are described briefly. (Author/AM)

ED 145 005 UD 017 273

Laygo, Teresito M., Comp.

What is Filipino?

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—75p.

Available from—Asian American Bilingual Center, 2168 Shattuck Avenue, 3rd Floor, Berkeley, California 94704

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Change Agents, *Filipino Americans, Language Development, *Language Patterns, *Language Role, Language Skills, Language Styles, *Language Usage, *Language Variation

Identifiers—*Philippines, *Pilipino

This document presents some of the issues involved in deciding on a national language for the Philippines. It is noted that the Philippines needs a national language which would be accepted by most of the forty-five million Filipinos. If the trend continues for the next five years and if the trend in the Philippines to shift Pilipino (the national language that is known today) to Filipino (the national language that is still to be developed) likewise continues, will Filipino be different from Pilipino? Will the Pilipino language that children currently use be obsolete in years to come? Can the present Pilipino bilingual teacher teach in the language of the future Filipino immigrant child? What will be the implications of the language movement in the Philippines to the Pilipino bilingual programs in the U.S.? These and other related questions are addressed by several papers and by the proceedings of a workshop titled, "What is Pilipino?" The first major article discusses a language policy survey undertaken as a basis for making policy decisions and as a baseline for evaluating the results of any change in language policy. The second paper refutes the claim that the Pilipino language is inadequate to use in any scientific discussion. The third paper proposes a solution to non acceptance of Pilipino; the development of a new language called Filipino. (Author/AM)

ED 145 006 UD 017 274

Chan, Itty

Early Education in China and Its Implications in the United States.

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—26p.

Available from—Asian American Bilingual Center 2168 Shattuck Ave., 3rd Floor Berkeley, Calif. 94704

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Early Childhood Education, Historical Reviews, *Preschool Children, Social Behavior, Social Development, Social Factors, *Social Influences, *Socialization, Social Reinforcement, *Social Responsibility, *Social Values

Identifiers—*China

This paper suggests that the philosophy and practical approach to child rearing in a given society reflect and perpetuate the values of that society. In China, until the mid-19th century, the socialization process was geared to producing young people for a male-dominated, class-oriented society. As the feudal system crumbled, more "modern" socialization methods and concepts were adopted from the West and Japan. Current childhood education practice reflects the philosophy of post-Revolutionary China. Basic features are: the assumption that people are infinitely educable; stress on the centuries-old value of "we the large family"; training for self discipline and responsibility; and a new emphasis on theory and practice, respect for productive work, and learning from real life experiences. In China today children are viewed as an integral part of society. Consequently, early childhood education places great importance upon social and shared responsibility. In this context, the Chinese view individual variation as a social strength. The author draws contrasts between Chinese and American perspectives of childhood

socialization, demonstrates how our values reflect our history as a highly competitive, individualistic society, and expresses hope that we can make our society and education less self oriented. A 63 item reading list is provided. (Author/GC)

ED 145 007 UD 017 275

Sau-Lim, Tsang

Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.

Berkeley Unified School District, Calif. Asian American Bilingual Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—20p.

Available from—Asian American Bilingual Center, 2168 Shattuck Avenue, Berkeley, California 94704

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Asian Americans, *Cognitive Processes, *Cognitive Tests, Comparative Analysis, *Junior High School Students, *Mathematical Concepts, Secondary Education

Identifiers—*California (Oakland), *Hong Kong, United States

This is an exploratory study comparing the mathematical cognitive structure of a group of junior high students educated in the United States with that of a group of students recently arrived from Hong Kong. The word association technique was employed to retrieve the mathematical cognitive structures from both groups of students. The word association data were subsequently converted to two dimensional graphical representations by the multidimensional scaling procedure. The results of the two dimensional graphical representations indicated that the mathematical cognitive structures of the two groups of students were different. The difference between the mathematics curricula of the United States and Hong Kong was suggested as the possible cause for the difference in the mathematical cognitive structures. It is suggested that this study be replicated with other ethnic groups for immediate application to bilingual education programs. (Author/AM)

ED 145 008 UD 017 276

West, Leonard J. And Others

Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Report No.—CUNY-R-70-15

Pub Date Nov 70

Note—203p.; For a related document see ED 087 837

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Academic Achievement, College Placement, *College Preparation, *Compensatory Education Programs, Economically Disadvantaged, *Educationally Disadvantaged, *Program Descriptions, Program Effectiveness, *Program Evaluation, Secondary Education

Identifiers—*College Discovery and Development Program, *New York (New York)

This report is an evaluation of the College Discovery and Development (CDD) Program Prong II, operated jointly by the New York City Board of Education and by the City University of New York. This compensatory education program prepares disadvantaged students for college entrance and for success in college. The major purpose of this evaluation is to assess the extent to which the CCD Program is meeting its academic and motivational objectives. It covers the 5 year history of the CCD program to date. Evaluation data were collected from a number of sources using several techniques. The main question explored is that of whether the disadvantaged 9th grade student in the program would have attained comparable levels of motivation, achievement, college entrance and college success had he been in regular high school programs. Another question explored is that of the holding power of the program. The following conclusions address these questions: 1) with respect to senior high school achievement and motivation, there was little to choose between CDD students and modest numbers of non CDD students who were comparable to CDD students in socioeconomic status and junior high school performance level, 2) it is too early as yet to assess the college success of CDD graduates, 3) concerning holding

power, two thirds of initial enrollees in the first three CDD classes completed the program through high school graduation, and 4) concerning college entrance, no clear conclusions can be drawn because the program guarantees entrance to a unit of the City University of New York. Other conclusions are offered in the areas of program personnel and student attitudes, the judged value of component features, and program management. (Author/AM)

ED 145 009 UD 017 287
Food in the Schools, Part I. Options in Education, Program #75.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 26 Apr 77

Note—26p.; May be marginally legible due to small type of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, *Food, *Food Standards, *Health Conditions, *Health Needs, *Lunch Programs, *Nutrition, Program Descriptions, Schools, Students, Vending Machines

Identifiers—*Junk Food

This document presents the program transcripts of a weekly series broadcast by member stations of National Public Radio. The program focuses on food in the schools. It addresses the following issues: plate waste in Chicago and Dallas; banning junk food and vending machines; the results of a vending machine junk food ban in West Virginia; California students' reactions to the junk food ban; the back to basic food movement; and Nutricare, a book on how to rate food according to its nutritional value. (Author/AM)

ED 145 010 UD 017 295
McLaughlin, Donald H.

Title I, 1965-1975: Synthesis of the Findings of Federal Studies.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-61700-7/77-FR-1
Pub Date Jul 77

Note—106p.; For related documents see UD 017 296 and UD 017 297; Contains some small type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Compensatory Education, *Educational Policy, Evaluation, *Evaluation Methods, Failure Factors, Federal Programs, Program Descriptions, *Program Effectiveness, *Research Utilization, *Success Factors

Identifiers—*Elementary Secondary Education Act Title I

This report focuses on the results of approximately twenty central studies of compensatory education completed before 1977 and presents the major results of those studies as they relate to important policy questions for Title I of the Elementary and Secondary Education Act. The results are presented first as they relate to the major tasks of Title I: participant selection, treatment delivery, and evaluation reporting. Then the results concerning program effectiveness are reviewed: overall effectiveness, variation in effectiveness as a function of treatment method, and variation in effectiveness across types of participants. Finally, a series of eight major problems in the implementation of compensatory education are identified and discussed. The information on overall program effectiveness, as measured in terms of increased achievement gains by program participants, has been less than adequate to determine the effectiveness of the program. Concerning variation in effectiveness among treatment methods, the data also leave room for methodological improvement. Concerning variation in effectiveness across population groups, little information is reported. The major problems listed for Title I include misuse of funds, lack of consistent federal regulations and guidelines, invalid evaluations, lack of parental involvement, lack of effective treatment methods, lack of knowledge about individual differences in the processes by which children acquire cognitive skills, and the exclusion of disadvantaged children in low income areas. (Author/AM)

ED 145 011 UD 017 296
McLaughlin, Donald H. And Others
Controversies in the Evaluation of Compensatory Education

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-61700-7-77-FR-II
Pub Date Jul 77

Note—151p.; For related documents see UD 017 295 and UD 017 297

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Compensatory Education, *Data Analysis, *Measurement, Measurement Goals, Measurement Techniques, *Methods Research, *Research Design, *Research Methodology, Research Problems, Sampling

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This document answers the question, "What has been learned about evaluation methodology from the decade of compensatory education?" Ten issues dealing with the evaluation of Title I were identified within a general theoretical framework of evaluation. For each issue it was the aim of this document to do the following: 1) to clarify the issue, 2) to point out examples in which it is crucial, 3) to present and evaluate arguments on different sides of the issue, and 4) to suggest resolutions of the issue. Each of the issues was selected because its resolution is a necessary step in the development of a rational Title I evaluation policy. The issues addressed are: 1) To what should Title I treatments be compared? 2) Is longitudinal evaluation necessary? 3) When is representative sampling important? 4) How large a sample is necessary? 5) What constructs should be measured to determine Title I impact? 6) What types of achievement measurement instruments should be used in Title I evaluation? 7) What units of measurement should be used? 8) What are the conditions for valid comparisons between nonequivalent treatment and comparison groups? 9) Under what conditions can relationships of Title I costs and treatments to effectiveness be inferred? 10) How should data be aggregated across projects in Title I evaluations? (Author/AM)

ED 145 012 UD 017 297
Rossi, Robert J. And Others
Summaries of Major Title I Evaluations, 1966-1976.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-61700-7/77-FR-3
Pub Date Jul 77

Note—173p.; For related document see UD 017 295 and UD 017 296; Contains some small type

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Compensatory Education, Compensatory Education Programs, Evaluation, Federal Programs, Program Descriptions, *Program Design, Program Development, *Program Effectiveness, *Program Evaluation, *Summative Evaluation

Identifiers—*Elementary Secondary Education Act Title I

This document reviews and summarizes fifteen major studies of compensatory education, and in particular Title I of the Elementary and Secondary Education Act. It provides students, researchers, evaluators, and policymakers with a usable guide to the evolution of approaches associated with this large scale educational program. These studies represent information sources concerning both the process and the effectiveness of Title I program management and project operation since the passage of the Act in 1965. The first part of the document sets the stage for Title I evaluation. It explains categorical vs. general aid, accountability vs. program development, and conflicting reports of Title I effectiveness. The second part provided a general discussion of 15 major evaluations of Title I. The third part presents the evaluation summaries. (Author/AM)

ED 145 013 UD 017 309
Iannaccone, Laurence
Using Research in School Reform.
Pub Date [76]
Note—8p.
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Change Agents, Change Strategies, *Educational Change, *Educational Policy, *Educational Research, Government Role, Policy Formation, *Political Influences, Research Needs, *Research Problems, *Research Utilization, Social Action, Social Change

This paper suggests that there is an underlying political revolution in educational governance. Furthermore, there is a need for concern with the changes needed in the roles of researchers and state policy level policy makers in order for research to play a significant part in helping shape reform in education. Given the present political conditions there are unusual dangers for researchers trying to serve state policy makers. The initiative for educational changes has shifted from the local district to the national government and subsequently to state leadership. The legislative patterns of recent years have increased further the separation between responsibility and operation. Increased centralization at the state level is combined with the creation of multiple new points of access in educational governments ranging from teacher negotiations to site level parent advisory committees. This is the context within which the state policy maker is asking the educational researcher to provide data for his predetermined solutions. The researcher is asked to make antithetical policies work despite their inconsistencies. The central question for the educational research community concerns the nature of the research community's role in educational policy making. (Author/AM)

ED 145 014 UD 017 310
Collister, Larry

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

Seattle Public Schools, Wash.

Report No.—75-29
Pub Date Dec 75

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Involvement, Community Planning, Educational Policy, *Historical Reviews, *Integration Plans, Policy Formation, *Public Schools, *School Districts, *School Integration

Identifiers—Seattle Public Schools WA, *Washington (Seattle)

This paper presents a narrative account of desegregation goals for the Seattle school district for the period dating from 1970-1975. During this time, major policy decisions were made by the school board establishing district policy on desegregation. The Citizens Committee for Quality Education played a primary role in developing recommendations which the board used in adopting its original goals in 1970. There was an important response from Citizens Against Mandatory Bussing. The Citizens Advisory Councils were important in the development of district policy, although no single advisory council offered a plan which prevailed at the end. (Author/AM)

ED 145 015 UD 017 313
A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools.

Northern Illinois Univ., De Kalb. Center for Minority Studies.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date Aug 76

Grant—K573

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Blacks, *Black Studies, Curriculum Design, Curriculum Development, *Ethnic Studies, *Models, *Questionnaires, *School Surveys, *Secondary Education

Identifiers—*Illinois

This study reports on a survey conducted during the Spring and Summer months of 1976 to determine the amount and kind of black and other ethnic studies programs offered in the state of Illinois. It was hypothesized that the majority of identifiable black studies courses were offered after grade six and, therefore, this study samples programs in grades seven through twelve. Questionnaires were developed and sent to 357 schools in 86 districts with 76% responding. The major objectives of the survey were: to determine if districts were following the state mandate in offering ethnic studies courses; to determine the number and kind of these courses; to ascertain whether the black studies curriculum had influenced the initiation of other ethnic studies pro-

grams; to construct a paradigm or ideal black studies model from the data collected from school districts. Results indicate a growing number of minority studies programs, with the largest proportion of school efforts devoted to black studies programs. The survey reports that a significant number of schools do not have minority studies programs and that at least a third of the students have no exposure to minority studies curricula during grades seven through twelve. There are significant areas of unmet need in new program development, in curricular assistance, in materials development, in teacher training, and in community participation. The ideal model created for the black studies program in the state of Illinois and composed of seven course modules, is included. (Author/AM)

ED 145 016

UD 017 315

Hart, Elinor

Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

National Conference of Christians and Jews, New York, N.Y.
Pub Date 76

Note—51p.; This guide is based on a National Conference of the National Center for Quality Integrated Education and the Community Relations Service of the United States Department of Justice (Washington, D.C., May 19, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Civil Rights Legislation, Community Action, *Community Cooperation, *Community Education, *Community Involvement, Community Organizations, Elementary Secondary Education, Public Schools, *Racial Integration, *School Community Cooperation, *School Integration

This report of a conference on "Desegregation without Turmoil" describes the community organization and public information efforts that preceded the implementation of government ordered school integration in cities where this transition was accomplished peacefully. It is the position of the participants in the conference that peaceful desegregation in such communities, e.g., Detroit, Memphis, and Prince George's County, Maryland, could be directly attributed to these efforts. In cities where there was turmoil, the report maintains, the communities themselves were at fault, failing to adequately prepare the parents and children for the desegregation process. The first part of this report describes the forming of coalitions, the participation of various community sectors, and the activities undertaken to facilitate peaceful integration. The second part of the report consists of the conference program schedule, texts of conference speeches by Ben Holman and George Meany, and an extensive list of individual and organizational resources on desegregation. (Author/GC)

ED 145 017

UD 017 318

Bexley, Barbara L.

Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.

RMC Research Corp., Bethesda, Md.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—RMC-UR-308

Pub Date Aug 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Assessment, *Evaluation Methods, *Evaluation Needs, *Historical Reviews, *Measurement Goals, *Measurement Techniques

Identifiers—*Elementary Secondary Education Act Title I, Local Education Agencies, State Education Agencies

This volume summarizes the first phase of the effort to document the Title I evaluation and reporting system and assess what technical assistance requirements would be necessary when the system is implemented. The report also includes a summary of all of the activities conducted thus far in the study, and a detailed description of the evaluation models and the common metric. The present project had three main objectives: (1) review the evaluation models from a methodological viewpoint, (2) visit all the state educational agencies (SEA) and a sample of local educational agencies (LEA) in each state to discuss the evaluation and reporting system, and

(3) estimate the resources that would be required to implement the system. Other topics discussed include: (1) a detailed summary of the site visits, including the reactions of SEA and LEA personnel and estimates of system implementation requirements, (2) a summary of the Policy Advisory Panel, including the Panel's concerns and recommendations, (3) a discussion of the technical developments that occurred during Phase I, including a summary of the Technical Advisory Panel Meeting held at the outset of Phase I, and (4) a brief description of Phase II activities. (Author/AM)

ED 145 018

UD 017 343

The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools.

Council on Interracial Books for Children, Inc., New York, N.Y.
Pub Date 77

Note—26p.; Not available in hard copy due to author's restriction

Available from—Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 (\$10 per year)

Journal Cit—Interracial Books for Children Bulletin; v8 n3 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Childrens Books, *Chinese Americans, Elementary Secondary Education, Labeling (of Persons), *Political Socialization, Racism, Sex Role, Socialization, *Stereotypes, *Textbook Bias, *Textbook Content, Theater Arts, Values

Identifiers—*East Germany

This issue of the "Interracial Books for Children Bulletin" has three major articles. The first deals with the book titled, "The Five Chinese Brothers". This is one of the most widely circulated children's books in the United States. Although this book has been touted as being authentically "Chinese", it is being reevaluated in light of current awareness about anti-Asian stereotypes. It is noted that this book is a relic of historical racism which can harm non Chinese children's potential for bias free thought and behavior. The second article describes a West German avant garde theater movement which deals with emancipatory education for children. In all of the plays, events are viewed through the eyes of children who take the lead in analyzing problems and solving them. In addition to plays, the theater provides books, records, and teaching manuals as an integral part of their performance. The third article focuses on what children are reading in the German Democratic Republic (GDR) schools. This study analyzed the available children's readers for grades 1-6 in terms of messages they conveyed about sex roles. It is concluded that the politicization of GDR citizens begins at a very young age. German Democratic Republic children's books promote children's assimilation of a preferred set of values. (Author/AM)

ED 145 019

UD 017 352

McAdoo, Harriette Pipes

Internal and External Family Support Patterns that Promote Stability in Black Families.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 11 Aug 77

Grant—90-C-631(C1)

Note—24p.; Paper presented at the Annual Meeting of the Association of Black Psychologists (Los Angeles, Calif., August 11, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Blacks, *Change Agents, *Family Characteristics, Family Income, *Family Structure, *Mobility Aids, *Social Mobility, Socioeconomic Status

Identifiers—*Family Stability

This study focused on the factors that urban and suburban black families have found to be supportive of stability and mobility. All of the families involved were middle income blacks. They all had school aged children under 18 years of age living in the home. Three hundred and five parents were interviewed representing 178 family units. The sample had 49% urban and 90% suburban families. The family structure forms were 93% nuclear. In social economic ratings, half were in the upper class and half in the middle class. The mean family income was \$20,000 for

males, and \$12,000 for females. Four mobility patterns over three generations were found: 1)62% were newly middle class from two generations of working class, 2)23% had lower class grandparents, working class parents, and had become middle class themselves, 3)9% had been middle class for three generations, and 4)6% had parents who were born working class and had moved to middle class. Higher education was valued by the families, with 41% having graduate training beyond college. Both parents had approximately the same education, except fathers had the most advanced degrees. All but one of the females worked, but half of their mothers did not work. The kin help system had been maintained before, during and after mobility. Help with friends was exchanged in areas of emotional support and child care. The family was the primary source of aid in both sites, for both socioeconomic status classes, and for all mobility patterns. (Author/AM)

ED 145 020

UD 017 355

Willie, Charles

A New Look at Black Families.

Pub Date 76

Note—211p.

Available from—General Hall, Inc., 23-45 Corral Kennedy Street, Bayside, New York 11360

Document Not Available from EDRS.

Descriptors—*Blacks, *Case Studies, *Family (Sociological Unit), Family Characteristics, Family Structure, *Lower Class Parents, *Middle Class Parents, *Social Class, Values

Identifiers—*Frazier (E Franklin), *Moynihan (Daniel P)

This work is the result of an effort to further investigate the American black family, and to relate the findings to formally drawn sociological theories. The author directed a research project in which black and white undergraduate students conducted more than 200 case interviews among middle class, working class and lower class black families. The best written interviews are presented in the book as case studies. Among the areas discussed in this work are economic, social and demographic characteristics; family customs; parental aspirations for their children; and patterns of authority. The author notes that the way of life of black families and the differentiation in life styles between these families can best be understood by examining the environment in which they live and the groups with which they interact. In addition, this information is used to refute Moynihan's theory that the matriarchal black family, resulting from the slave system, is a cause of instability among present day blacks. The interviews presented and statistics cited contradict the matriarchal image of American black families. A conclusion of this work is that family instability among blacks is more a function of contemporary economic circumstances and racial discrimination than of historical circumstances such as slavery. These conclusions support E. Franklin Frazier's earlier findings on the subject. (Author/GC)

ED 145 021

UD 017 356

Oakland, Thomas, Ed.

Psychological and Educational Assessment of Minority Children.

Pub Date 77

Note—241p.

Available from—Brunner/Mazel Pub., 19 Union Square West, New York, N.Y. 10003 (\$13.50)

Document Not Available from EDRS.

Descriptors—Bias, Educational Diagnosis, Educational Policy, Educational Practice, Evaluation, Evaluation Criteria, Evaluation Methods, *Evaluation Needs, Historical Reviews, Identification, Intervention, *Minority Group Children, *Personality Assessment, *Psychoeducational Processes, *State of the Art Reviews

This book identifies the practices and issues which should be considered in developing and providing diagnostic-intervention services with minority group children. The content of the book is organized to describe and examine issues and practices within four dimensions: historical precedence; current standards set forth by professional associations, legislation and judicial action; available technology; ways to conceptualize a service delivery model. It spans every area of application from initial referral and actual intervention to follow-up services to meet specific needs. Specific chapters address the following: 1)the

historical antecedents and current issues surrounding nonbiased assessment of children's abilities, 2) the professional, legislative and judicial influences on psychoeducational assessment practices in schools, 3) using tests in nondiscriminatory assessment, 4) designing diagnostic-intervention programs, and 5) operationalizing the diagnostic-intervention process. The appendices provide specific guidance on ethical and legal guidelines for assessment procedures: identification of discrimination, assignment of children to special education classes for the mentally retarded, compliance enforcement in vocational educational schools, remedies available for eliminating past practices ruled unlawful, and maintenance of records and confidentiality of data. An annotated bibliography reviewing language dominance measures is included. (Author/AM)

ED 145 022 UD 017 357

Intellectual Freedom and Racism.

Council on Interracial Books for Children, Inc., New York, N.Y.

Pub Date 77

Note—42p.; Not available in hard copy due to author's restriction

Available from—Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023 (Subscription \$10 per year)

Journal Cit—Interracial Books for Children Bulletin; v8 n4.5 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, *Blacks, *Censorship, Civil Rights, *Females, Film Criticism, Guidelines, Intelligence Quotient, Minority Groups, *Nature Nurture Controversy, Race Relations, Racism, *Secondary Education

Identifiers—*Massachusetts (Boston)

This issue of the "Interracial Books for Children Bulletin" contains a special section focusing on the film called, "The Speaker". This film purports to deal with an assault on the First Amendment and with the necessity for eternal vigilance in defense of U.S. Constitutional freedom. The setting is an integrated high school which is thrown into turmoil when its current events committee schedules the appearance of a scholar who believes that blacks are genetically inferior to whites. The alleged assault on freedom occurs when the school authorities cancel the event. A comprehensive discussion of the film and related issues is presented in a series of articles. Other articles in this issue deal with: 1) activities conducted by a Boston area group which is working with teachers to promote anti-racist education, 2) a graphic look at the current status of women and minorities on U.S. school staffs, and 3) a teacher offers pointers on what to avoid in classroom discussions about Native Americans. (Author/AM)

ED 145 023 UD 017 358

Gordon, Jeffrey S.

Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools.

Pub Date 76

Note—241p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 76-24,089)

Document Not Available from EDRS.

Descriptors—*Achievement, Bilingual Education, Bilingualism, *Bilingual Students, Instructional Materials, Junior High School Students, *Language Skills, *Mathematics, Secondary Education, Spanish Speaking, *Student Grouping

Identifiers—*Puerto Rico

The purpose of this dissertation was to investigate the effects of different pairings of students by language dominance on achievement in mathematics. The effects of self-paced materials written in English, Spanish, and in both languages was also sought. Participants in the study were students in two schools in a bilingual program in Bayamon, Puerto Rico. Three methods to ascertain an individual student's language dominance were employed: 1) an English Idiom test, 2) English and Spanish Reading Comprehension Tests, and 3) oral conversations between students and their English and Spanish teachers. The students were paired with either a member of their own dominance group or a member of the other dominance group where dominance was determined using three criteria. Results indicated that the English dominant students paired with

Spanish dominant students achieved significantly better on the post-test than did the English dominant students paired with English dominant students. The Spanish dominant students paired with English dominant students achieved significantly better on the post-test than did Spanish dominant students paired with Spanish dominant students. The bilingual materials had no significant effect upon achievement in any of the paired groups. (Author/AM)

ED 145 024 UD 017 359

Maca, Suanne D.

Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education: A Second Look.

Pub Date 76

Note—341p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 76-26, 663)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, *Attitudes, *Changing Attitudes, *Chief Administrators, Higher Education, *Professors, Questionnaires, *Universities

Identifiers—*Texas (Austin)

This dissertation investigated six indications of change regarding affirmative action efforts on the University of Texas at Austin campus since December, 1973. These indications of change were recorded in university personnel documents, EEO/AA Office records, and the results of a questionnaire submitted to the faculty and administrators of the university. The questionnaire surveyed the attitudes of these personnel in an effort to identify subgroups within the population holding different attitudes toward affirmative action programs and issues. The subgroups were categorized by sex, ethnic identification, level of employment, and area of employment. The results of this study indicate that change is occurring on this campus. Increases are documented in the hiring and advancement patterns of women and minorities, increased monthly activity is documented by the Affirmative Action Office, and recommendations to the President for expanded efforts by the university to meet executive order guidelines and to make good faith efforts are receiving attention and support. (Author/AM)

ED 145 025 UD 017 360

Smith, Richard H.

Affirmative Action and the New York City Public School System.

Pub Date 76

Note—235p.

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Mich. 48106 (Order No. 76-22, 301)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, Blacks, *Employment Practices, Equal Opportunities (Jobs), *Historical Reviews, Minority Groups, *Public Schools, *Racial Discrimination, Spanish Speaking

Identifiers—*New York (New York)

This dissertation has two major purposes: first, to identify, examine, and analyze those factors within the New York City public school system's employment practices which are believed to contribute to the charges that the system discriminates against minorities in job selection and promotion, by effect if not intent. Secondly, to propose a model program of affirmative action for adoption by the New York City Board of Education. The primary objective of the proposed model plan is to serve as a guide to identify and eliminate all forms of discriminatory barriers encountered by minorities seeking employment and promotion within the school system. The study also examines and analyzes those factors involved in establishing and implementing affirmative action requirements for the numerous contractors, vendors, and suppliers who contract with the school system to provide goods and services. There is sufficient evidence to support the claim of some that the school system's employment practices are, in effect, discriminatory. The study also includes evidence which may lead some to conclude that the present employment system is not only discriminatory, but also outmoded, lacks validity, is unnecessarily cumbersome and rigid, and is inconsistent with the concepts of decentralization. (Author/AM)

ED 145 026 UD 017 361

A Study of ESEA Title I in Selected School Districts in New York State.

New York State Education Dept., Albany. Div. of Federal Education Opportunity Programs.

Spons Agency—George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date 77

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Compensatory Education Programs, *Definitions, *Program Content, *Program Design, *Program Planning, Questionnaires

Identifiers—*Elementary Secondary Education Act Title I, *New York

Prior experience with Elementary and Secondary Education Act Title I programs has provided evidence that school districts are implementing supplementary programs funded by Title I which are separate and distinct from the base education programs. The focus of this study is on the relationship between the Title I supplementary programs and the base educational programs provided from state and local funds by the local school districts. It is based on questionnaire data and on two full-day conferences conducted in 1976. In order to define more clearly the reasons why this type of educational program was designed by local school districts and to document the attributes and significant characteristics of these compensatory education programs, the conferences explored, with local school district personnel, the three basic approaches used by school districts to deliver Title I services to children during the day. The primary issue identified was that the program's federal status, seemed to require the creation of a Title I program which is literally divorced from the program provided for children by the local school district since any blending of the two programs might cause the appearance of supplanting state and local funds with federal funds. These two characteristics of the federal statutes; that the Title I services could not supplant state and local funds and that the Title I services had to be supplementary, have, in fact, promoted a series of program designs which began a fragmented and often detrimental model of educational planning and instructional modalities. The implications of this situation are discussed. (Author/AM)

ED 145 027 UD 017 363

NACEDC Activity Plan, Report Year 1977.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Pub Date Apr 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Alternative Schools, Community Education, *Compensatory Education Programs, *Disadvantaged Youth, Elementary Secondary Education, Post Secondary Education, *Program Evaluation, Program Proposals, *Site Analysis

The National Advisory Council on the Education of Disadvantaged Children (NACEDC) is required to review and evaluate all federal compensatory education programs and report its findings and recommendations to the Congress and the President. This work is directed to members and staff of the Council and describes proposed activities for the 1977 calendar year. The report delineates the focus and the responsibilities of four Council committees: the legislation committee, and the committees on adolescence, mandated studies, and parent involvement. Also included, and of possible use to the general reader, are resumes of programs to be visited during the year by the Council staff. In these brief site descriptions, information is provided about the particular educational program in operation at the site, its target audience, per pupil expenditures, and the training of staff and administrators needed to implement the program in another location. Complete data is not presented for every program site. Targeted audiences for the programs vary, and include alienated high school students, children from kindergarten through grade 12, teachers, and the entire community. Copies of the activity sheet, fact sheets, checklist for visitation, and forms to be used by the Council members and staff in program evaluation visits are included. (GC)

ED 145 028 UD 017 365

Elementary Schools and the Receipt of Compensatory Funds.Office of Education (DHEW), Washington, D.C.
Office of Planning, Budgeting, and Evaluation.
Pub Date Aug 77

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Compensatory Education Programs, *Economically Disadvantaged, *Educationally Disadvantaged, *Elementary Education, Federal Aid, Interaction, Minority Group Children, *National Surveys, Poverty Programs, Reading Difficulty, *Resource Allocations

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This study has two major purposes: 1) to report on the numbers of economically and educationally disadvantaged elementary school students who do and do not receive compensatory services under Title I of the Elementary and Secondary Education Act, and 2) to report on the benefits students derive from such services during more than one school year. During the 1975-76 school year, principals of U.S. public elementary schools were asked to provide brief descriptive information about their schools: geographic location, student enrollment, student poverty and ethnic background, proportion of poor readers, availability and nature of summer programs, and receipt of compensatory funds from different sources. A survey form was sent to each of 5,035 principals and responses were obtained for 5,010 of the schools (99.5% response rate). The results show that compensatory funds in general, and Title I funds in particular, are targeted to a pronounced extent on schools that can be judged the most needy by different criteria. Further, because of the high degree of relationship that exists among schools between their concentration of students from poverty families and their concentration of poor readers, the results suggest that to allocate funds on the basis of high poverty tends also to allocate on the basis of low achievement. Finally, because so many schools with low concentrations of poverty students receive Title I funds, some concern should be given to what should be an adequate level of concentration of funds per pupil in making intra-district allocations. (Author/AM)

ED 145 029 UD 017 366

Mathews, John J.

Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-22

Pub Date May 77

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bias, *Blacks, *Caucasians, *Comparative Analysis, *Military Training, Minority Groups, *Officer Personnel, Racial Discrimination, Racial Factors, *Test Results

Identifiers—*Air Force, Air Force Officer Qualifying Test

The major objective of this study was to determine the extent to which racial bias is present in various officer selection and classification procedures. The study involved validation of the Air Force Qualifying Test (AFOQT) Scores for whites and non whites against performance in Officer Training School, graduation from undergraduate pilot training (UPT), undergraduate navigator training (UNT), and officer effectiveness reports (OER). In addition, college grade point averages (GPA) were compared to performance of the Airman Education and Commissioning Program (AECPP) sample to see if such information might provide a feasible alternative or supplement to the AFOQT for AECPP selection. Participants in three types of training were included in various phases of the study. The main findings of the study are: 1) OTS performance of non-whites was over predicted by AFOQT composites. 2) The AFOQT Officer Quality composite has higher validity in OTS than GPA's. 3) Undergraduate flying training (UFT) performance of blacks was over predicted by AFOQT composites. 4) graduation rates for blacks are about 20% less than for whites, and 5) black officers are somewhat more likely to participate in UNT than UPT. (Author/AM)

ED 145 030 UD 017 367

Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.

District Court, New York, N.Y. Southern District of New York.

Pub Date 1 Apr 76

Note—19p., Best copy available. Parts of this document may be marginally reproducible due to the print quality of the original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Boards of Education, *Community Involvement, *Court Litigation, *Failure Factors

Identifiers—*Aspira Incorporated v New York City Board of Educ., *New York (New York)

This is a record of testimony of the Petitioners for the Community School Board District 30 against the Board of Education of the City of New York. The Community School Board is seeking intervention concerning compliance with the court's decree on the civil rights case of Aspira of New York, Inc. vs. the Board of Education of the City of New York. The petition to intervene is dismissed. It is noted that the petition for intervention was hastily and inadequately considered and its implications wholly ignored. The court concluded that it is not for every local official or subordinate agency to decide for itself what is adequate compliance with the court's decree. Both for its procedural deficiencies and for substantive reasons as stated, the petition of this local board and its members was dismissed. (Author/AM)

ED 145 031 UD 017 369

Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976).

Japanese American Citizens League, San Francisco, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 21 Nov 76

Contract—278-76-0005 (ER)

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Conference Reports, Demography, *Gerontology, Historical Reviews, Income, *Japanese Americans, *Older Adults, *Retirement, *Senior Citizens

This document presents a report on the Nisei Retirement Planning Conference. First, a history of the organization of the conference is provided. Then, a series of working papers on the Nisei and retirement are given. These papers address issues such as the following: 1) retirement as a national concern, 2) general retirement issues (physical health, activity, income loss, psychological adjustment, work role loss, and widowhood), and 3) the Nisei (demographic characteristics, assets and liabilities, and the Nisei and retirement). Along with the conference goals and objectives, the conference process and evaluation are included. In the process section, the conference program, workshops, discussion, and panel presentations are presented. In the evaluation section, the participant questionnaire, conference evaluation, and local community follow-up report are given. A lengthy appendix is included. (Author/AM)

ED 145 032 UD 017 379

Gortmaker, Steven L.

Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—5-T01-GM01526-08

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Blacks, *Caucasian Race, *Comparative Analysis, Death, Economic Disadvantage, Health Conditions, *Income, *Infant Mortality, Infants, Low Income Groups, Models, *Poverty Research, Prenatal Influences, Racial Factors

Identifiers—United States

This paper examines the theoretical and empirical roles of income poverty and race in the determination of infant mortality differentials in the United States. A basic model of the process of infant mortality is conceptualized. It outlines a theory of the influence of a variety of biological, social, and economic factors upon the risk of in-

fant death. Using national data gathered in 1964-65, estimates are made, for both the black and white populations of the United States, of the relative impact of these factors upon infant death. A key feature of this analysis is the application of methods for the analysis of multidimensional contingency tables. These techniques are firmly grounded in statistical theory, allow for rather sophisticated tests of multivariate hypotheses, and are easily interpretable in terms of the relative risks of death observed in various subpopulations. Within the white population, income poverty is found to be associated with substantial differences in the risk of both neonatal and post-neonatal mortality, independent of the birth weight of the infant. Black-white infant mortality differentials are examined, and although socioeconomic differences contribute to these mortality differentials, the high incidence of low birthweight infants among the black population contributes most to this disparity. Improved prenatal care is suggested as one possible mechanism which may serve to eliminate these differences. (Author/AM)

ED 145 033 UD 017 380

Falk, William Warren

School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.

Pub Date Aug 75

Note—184p.; Ph.D. dissertation, Texas A & M University

Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Mich. 48106

Document Not Available from EDRS.

Descriptors—*Black Attitudes, *Black Students, High Schools, Occupational Mobility, *Racial Factors, Rural Areas, *School Environment, *School Integration, Secondary Education, Social Mobility, *Student Mobility

Identifiers—*Texas

The primary objective of this dissertation was to assess the effects of a short exposure to school desegregation on the mobility attitudes and early educational attainment of rural, black youth. The study used panel data initially collected in three rural East Texas counties and the design was a quasi experiment: the control group never attended desegregated schools and the experimental group attended desegregated high schools the last one or two years. A theoretical framework was developed which postulated that the control and experimental groups would respond differently on the variables analyzed because of the differences in the social context of the school attended, either intra-racial or intra- and inter-racial. Twelve hypotheses were stated and tested using three statistical techniques: analysis of variance, multiple analysis of variance, and path analysis. In general few differences of statistical significance were found when the levels of variables were compared between groups. The similarity was much greater than the dissimilarity. The study found differences of high statistical significance in 1968 (the immediate, post-desegregation measure) on race and on the school attended. (Author/AM)

ED 145 034 UD 017 381

Brookover, Wilbur And Others

Schools Can Make a Difference.

Michigan State Univ., East Lansing. Coll. of Urban Development.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 77

Grant—NIE-G-74-0020

Note—321p.; For a related document see EA 008 935

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—*Academic Achievement, *Educational Environment, Elementary Education, *Elementary Schools, Interaction, Racial Composition, School Environment, School Personnel, *Self Concept, *Social Structure, *Social Systems

Identifiers—Michigan

This document presents the results of a major study of the relationship between elementary school social systems and educational outcomes. This research sought to identify factors associated with variance in achievement levels in a random sample of Michigan elementary schools. The main hypothesis of the study was that the cultural or social psychological normative climate and the

student status role definitions which characterized the school social system explain much of the variance in achievement and other behavioral outcomes of the school. The variables used to characterize the school social system include the following: social-economic status and racial composition, school personnel input, school social structure variables, and school climate variables. The outcome variables which are examined include the mean level of achievement in mathematics and reading at the fourth grade level, the mean self-concept of academic ability of the students and the mean self-reliance of the students. It is suggested that the most significant finding of this research is that the combination of the three sets of social system variables; social composition and other personnel inputs, social structure of the school, and the school climate, explain most of the variance between schools in all three of the dependent variables. An analysis of the relationship between the three sets of social system variables clearly demonstrates that two climate variables, the students' perception of others' present evaluations and expectations, explain most of the between school variance in mean self-concept of academic ability. The major contributor to the explanation of differences in mean self-reliance are the school climate variables. (Author/AM)

ED 145 035 UD 017 392

Leveson, Irving

Poverty and Public Policy. Final Draft.

Hudson Inst., Croton-on-Hudson, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 14 Jul 75

Note—342p.; Best copy available. Some pages may not be reproducible due to the print quality of the original document.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Definitions, *Economic Climate, Economic Development, *Economic Factors, Economic Progress, *Income, Labor Force, *Labor Market, *Poverty Programs, *Poverty Research, Racial Factors

This comprehensive document studies poverty in the U.S. and develops a set of recommendations for dealing with the problems. It examines poverty from the perspectives of both the national economy and local areas. It considers circumstances in both labor and consumer markets and looks at public and private activities, at revenue and spending decisions, at earned and unearned income and at population groups and problem areas. Chapters are devoted to the following areas: (1) poverty concepts and measures, (2) revision of poverty standards over time, (3) poverty and the national economy, (4) problems and progress in a growing economy, (5) racial differences in the mobility of males, (6) restructuring income maintenance, (7) issues in income maintenance and social insurance, and aspects of urban development. It is concluded that the long prospects for poverty reduction are very optimistic. Both the natural course of the economy and deliberate public efforts have had and can continue to have a substantial impact. The problems which remain, however, will be the ones that do not respond readily to economic growth and with which public policy has not yet been effectively able to deal. (Author/AM)

ED 145 036 UD 017 393

Allen, Vernon L. Greenberger, David B.

An Aesthetic Theory of School Vandalism. Discussion Papers 419.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [77]

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Aggression, *Behavior Patterns, *Conceptual Schemes, *School Vandalism, *Theories, *Violence

Identifiers—*Aesthetics, *Empirical Research

This study presents an aesthetic theory of school vandalism and reports on nine original empirical studies that are relevant to the theory. It is proposed that the act of destroying an object is very enjoyable because it is, in effect, an aesthetic experience. The theory posits that the variables accounting for positive hedonic value associated with socially acceptable aesthetic experiences are similarly responsible for the pleasure associated with acts of destruction. Theory

and research in aesthetics have identified many of the important variables responsible for the positive effects that accompany an aesthetic experience. These variables are stimulus characteristics such as complexity, expectation or uncertainty, novelty, intensity, and patterning. These variables may also account for the positive affect produced by the destruction of an object. According to the theory, vandalism is caused in part by the enjoyment derived from the psychological processes manifested during the destruction of an object. Furthermore, aesthetic variables present in an object's initial appearance and in its appearance after being vandalized may serve as eliciting or discriminative stimuli for destructive behavior. After descriptions of a series of experiments, the final section of this report discusses several implications of the theory in terms of school vandalism. (Author/AM)

ED 145 037 UD 017 394
National Advisory Council on Child Nutrition
1976 Annual Report.

Food and Nutrition Service (DOA), Washington, D.C. Div. of Child Nutrition.

Pub Date Aug 77

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Childhood Needs, *Food, Foods Instruction, *Nutrition, Nutrition Instruction, *Program Descriptions, *Surveys

This is the sixth annual report of the National Advisory Council on Child Nutrition. Its purpose is to provide a continuing study of the child nutrition programs administered by the U.S. Department of Agriculture's Food and Nutrition Service (FNS). The Council reports that implementation of the Five State Nutrition Education Project is underway. This project focuses on teaming the food service manager and the elementary teacher for effective classroom lunchroom nutrition education activities. The Council also reports on the development of various training programs for school food service personnel. Studies and surveys being conducted are also reported. For example, the Food and Nutrition Service is currently conducting a nutritional assessment of lunches served in the schools. FNS has also completed a pilot study to assess and compare the nutritional and microbiological aspects of food preparation and delivery systems used in school food service. The Council also makes recommendations. Among them: (1) it recommends increased emphasis in the areas of nutrition and nutrition education, (2) it recommends that funds be given for conducting experimental or demonstration projects to teach school children the nutritional value of foods and the relationship of nutrition to health, (3) it went on record as opposing the mandated free milk provisions of the Special Milk Program in schools which have either the School Lunch or School Breakfast Program. (Author/AM)

ED 145 038 UD 017 395

Brown, Minnie M. Larson, Olaf F.

Successful Black Farmers: Factors in Their Achievement.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 4 Sep 77

Note—37p.; Paper prepared for presentation at the Annual Meeting of the Rural Sociological Society (Madison, Wisconsin, September 1-4, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Achievement, Achievement Gains, Agricultural Laborers, Agricultural Occupations, Agriculture, *Blacks, Case Studies, *Farmers, Farm Labor, Farm Occupations, Land Use, *Rural Areas, *Socioeconomic Status, *Success Factors

This paper identifies individual and institutional factors which have facilitated or inhibited the achievement of successful black farmers. The information derived from the case studies is used to develop a model which can be used in working effectively with black farmers. The thirteen case studies discussed focus on the following: (1) reasons for choosing farming as an occupation, (2) past farming experiences, (3) acquisition and retention of land, (4) sources for obtaining agricultural credit, (5) present farming operations, (6) participation in farm programs, (7) social and political participation, (8) socioeconomic characteristics of the farmers, and (9) perceptions of the future for blacks in American agricul-

ture. In analyzing the cases of the selected farmers, several common factors emerged. These serve as the framework for the discussion. These factors are: (1) desire to farm, (2) strong work orientation, (3) land as a basis for economic security, (4) managerial skills and commitment to learn, (5) linkages with nonfarm organizations and activities, and (6) family goals and supports. Results indicate that the selected farmers had practical agricultural experience and personal capacity but few material resources when they started out. Their present level of success is in some measure related to their ability to convert assets of one type into assets of another. At least two liabilities stand out, namely generally low levels of formal education and racial discriminatory practices among agricultural agencies and related institutions. (Author/AM)

ED 145 039 UD 017 396

Davis, Lenwood G.

Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788.

Council of Planning Librarians, Monticello, Ill.

Pub Date May 75

Note—84p.; Not available in hard copy due to author's restriction

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$8.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bibliographies, Black Literature, *Blacks, *Reference Materials, *Resource Materials, *Urban Areas

Identifiers—National Sickle Cell Disease Program, Omnibus Crime Control and Safe Streets Act 1968

The aim of this bibliography is to be the most comprehensive and exhaustive compilation on blacks in the cities. It is primarily designed as a reference for those who wish to learn more about the life of blacks in urban areas from 1900 to 1974. This work is divided into six main areas: bibliographies; black newspapers in urban areas; reports, pamphlets, and speeches; government documents; books; and articles. There is also a listing and explanation of both, the National Sickle Cell Disease Program, and the Omnibus Crime Control and Safe Streets Act of 1968. (Author/AM)

ED 145 040 UD 017 398

Carey, Philip

The Black Community and Professional Education: A Pilot Program in Institutional Financing.

Pub Date Oct 77

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Black Students, *College Preparation, *College Students, *Educational Finance, *Engineering Education, Engineers, Enrollment Projections, Enrollment Rate, Higher Education, Minority Groups, *Pilot Projects, Student Financial Aid, Tutoring

Identifiers—*Oklahoma

This paper describes a pilot program in institutional financing. It was designed to be used at a predominantly white Southwestern land grant university to increase the participation rate of black engineering students, but it may be used with slight modifications to increase the number of blacks and other minorities in other professions. In 1969 the faculty of the School of Electrical Engineering at Oklahoma State University undertook a pilot program to work with approximately 12 black undergraduate students who wanted to prepare for careers in electrical engineering. Some of the students were experiencing academic problems because of inadequate preparation for a curriculum in engineering, some were having difficulty in making social adjustments to the predominantly white campus, and some were in need of financial aid. Faculty and black students agreed to concentrate on special tutoring, special counseling and individual follow-up. The students were also provided with financial aid sources, special on-campus engineering-related activities, tutoring and periodic social sessions. The results of this pilot program were satisfactory. Minority student enrollment more than doubled during 1974-75 academic year and this trend is expected to continue. Inspired by the initial success, the university undertook the responsibility to generate additional financial support for the minority student program. An outline

of a set of sequential developments used in the projection of the estimated educational cost and retention rates of minorities in engineering is provided. (Author/AM)

ED 145 041 UD 017 399

Allen, Richard L. Bielby, William T. Blacks' Attitudes and Behaviors Toward Television.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Aug 77

Grant—RANN-NSF-01757

Note—34p.; Paper presented to the Association for Education in Journalism (Madison, Wisconsin, August 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Patterns, *Black Attitudes, *Blacks, *Demography, *Media Research, *Socioeconomic Status, *Television Research, *Television Viewing

This study explores differences among black adults in their attitudes and behavior towards television and the social processes which determine these differences. A recursive structural equation model was employed to interpret patterns of direct and indirect effects among a set of variables representing demographic and socioeconomic characteristics, general and race-related attitudes, television exposure, preference, and evaluation. Results indicate that variation in attitudes and behaviors toward television (especially those related to perceived bias and perceived bad points of black-oriented situation comedies) is systematically related to differences among black adults in their exposure to the medium, subjective orientations, and demographic and socioeconomic characteristics. One of the most powerful predictors in the model was education. A relationship was detected between education and every television attitude and behavior, save choice of black-oriented shows as favorite. The effects of education on viewing selectively, public affairs viewing, perception of bias in television, and evaluation of one kind of black-oriented programming suggest that differences among blacks in the intellectual climate surrounding television attitudes and behavior may contribute substantially to differences among blacks in attitudes and behaviors. (Author/AM)

ED 145 042 UD 017 400

Allen, Richard L. Bielby, William T. Blacks' Relationship with the Print Media. Discussion Papers 427-77.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Aug 77

Grant—RANN-NSF-01757

Note—32p.; Chart on page 20 may be marginally legible due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Behavior Patterns, *Black Attitudes, *Blacks, *Demography, *Mass Media, *Media Research, *Models, *Newspapers, *Periodicals, *Socioeconomic Status

This paper investigates the media attitudes and behaviors of black adults toward four types of print media: majority, black entertainment, black establishment, and black nonestablishment. The relationships of demographic and socioeconomic characteristics, subjective orientations, and media attitudes and behaviors are empirically examined. Consistent with past research, but with more precise measurement and within a multivariate specification, it was found that those of a higher socioeconomic status tended to read more magazines and print media in general, save black entertainment magazines. Overall, the relationships between all of the media variables pointed to the utility of making certain distinctions within the black press, and to the adequacy of simultaneously incorporating subjective orientations and demographic and socioeconomic characteristics as predictor variables. (Author/AM)

ED 145 043 UD 017 402

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date May 77

Note—21p.; For related documents see UD 017 402-UD 017 410

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration Identifiers—*Utah (Ogden)

In response to federal inquiry, Ogden, Utah moved in 1970 to implement a desegregation plan entitled "A Voluntary Plan to Reduce Minority Group Isolation and Its Effects". Central to the plan was the consolidation of five elementary schools. Existing boundaries were redrawn to accommodate the former students of these five schools in newly constructed schools. Parents within four blocks of the schools were given the option of sending their children to either one of the new schools or to existing elementary schools. The new boundaries altered the ratio of minority to majority students in four elementary schools and served as an effective means of desegregating these Ogden schools. A total of 2,209 students were affected by the initial phase of the desegregation plan. During 1974 the district began developing remedial reading and math classes designed to overcome the educational effects of minority group isolation. Curriculum changes in the area of ethnic studies were also made. These efforts proved to be inadequate. The final, most telling impetus for change came when the Office of Civil Rights mandated that Ogden submit an acceptable desegregation plan which would lead to the elimination of racial imbalance at a specific elementary school. A positive effect on desegregation has been the addition of a multicultural curriculum. A contributing factor to successful desegregation has been the establishment of a center to investigate parental complaints and to communicate concerns to the school board. (Author/AM)

ED 145 044 UD 017 403

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date May 77

Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*Minnesota (Minneapolis)

The desegregation of the Minneapolis, Minnesota schools was initiated in 1972, although the process leading to desegregation actually began in 1967 when the board of education adopted its first human relations guidelines and announced a voluntary urban transfer program. In 1970 the state of Minnesota issued desegregation guidelines which set a 30% ceiling on minority student enrollments. In April 1971, 17 Minneapolis schools were found out of compliance with state guidelines, and the state ordered the district to develop a desegregation plan. The 1972 plan has now been virtually completed but the court continues to retain jurisdiction and to require periodic adjustments in the plan to bring the shifting student population of each school into compliance with the court ordered ceilings on minority enrollment. The plan called for the coordination of the new building program with such activities as the institution of a number of new educational alternatives in the school curriculum, school pairings, implementation of the middle school concept, busing, magnet programs to attract whites into communities with high minority populations, clustered schools, and preparatory as well as ongoing programs for dealing with the social and psychological aspects of desegregation. The plan has, in a number of instances, achieved its goal of physical redistribution of students so that no school has more than 42% minority enrollment. The plan has overlooked the possibility that all white or nearly all white schools constitute a segregated situation. (Author/AM)

ED 145 045 UD 017 404

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Apr 77

Note—33p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Integration Effects, *Integration Litigation, *Integration Methods, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*Michigan (Kalamazoo)

During 1968 the board of education of Kalamazoo, Michigan appointed a committee on desegregation and charged the group with developing a master plan with target dates for desegregating all levels of the public school system. The committee recommended a detailed three page program that was to lead to total desegregation of local schools by September of 1971. The implementation of the plan was delayed by the school board after the election of new members opposed to the plan. After a district court trial ending in 1973 and an unsuccessful appeal by defendants in 1974, the U.S. Supreme Court refused in 1975 to review the lower courts' finding in the case, thus affirming the judge's original desegregation order. Kalamazoo's public schools are now in their sixth year of court ordered desegregation. The attendance plan implemented by the Kalamazoo Public schools under federal court order in 1971 has significantly reduced the degree of concentration of minority students in the schools of that district. Student interracial tensions have decreased during the 6 years of court ordered desegregation. Following an initial decline in student achievement scores during the first year of desegregation, test scores have risen consistently since 1972. (Author/AM)

ED 145 046 UD 017 405

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Aug 77

Note—21p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Integration Effects, *Integration Litigation, *Integration Methods, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*New York (Ossining)

In 1969 Ossining had been singled out as 1 of 54 target segregated districts in New York by a state study group known as the Fleischmann Commission. The first steps to desegregate the Ossining elementary schools occurred shortly after the state board of education wrote the school department pointing out the racial imbalance in the elementary schools. Ossining was one of several school districts to take the state's informal letter seriously and initiate voluntary plans. At the request of the board of education, the superintendent called for a demographic study of the district. As a result of the study, the closing of one of the five elementary schools and the desegregation of the four other schools were recommended. A redistricting study commission was also appointed to study how the remaining four schools could be racially balanced. The redistricting commission developed four separate plans, all of which provided greater racial and socioeconomic balance, yet attempted to the greatest degree possible to assign students living in the same neighborhood to the same school and to minimize the number of students bused. In March of 1974, one of the plans was voted in. While enthusiastic about the successful implementation of the desegregation plan, members of the school board, administration staff, and community also spoke of the need for improvements. Among the main concerns today are: (1) racial imbalance in 4 elementary schools caused by changes in residential patterns during the first year of desegregation, and (2) the potential of resegregation in the classroom. (Author/AM)

ED 145 047 UD 017 406

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Jul 77

Note—32p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Integration Effects, *Integration Litigation, *Integration Methods, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*California (Santa Barbara)

This report examines the desegregation activities of the Santa Barbara school district focusing on the elementary schools. In 1968 the superintendent requested an onsite review study of Santa Barbara's elementary and high school districts to determine ethnic and racial balance in student enrollments. It was found that 9 of the elementary school district's 13 schools were racially and ethnically imbalanced. A report was issued that included recommendations for immediate action to improve intergroup relations and ethnic and racial imbalance. The methods and procedures used to draft and adopt the plan were not in compliance with the rules and review procedures developed by the board appointed 22 member task force and the guidelines adopted by the school board on February of 1972. Failure to comply with the guidelines for the development and adoption of a district desegregation plan created negative feelings among some parents and the district's teaching staff. As a result, a lawsuit was filed against the school board. After 2 years, the suit was finally ruled on by the Supreme Court in 1975. The court ruled in favor of the school district. The adoption and implementation of the Santa Barbara school district's desegregation plan in 1972 was accomplished with a moderate degree of success. (Author/AM)

ED 145 048 UD 017 407
School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jul 77
 Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration
 Identifiers—*Missouri (Kirkwood)

The Missouri Constitution of 1875 specified that school districts were to maintain dual school systems. This provision was renewed in the 1945 constitution and was not repealed until 1976. In December 1950 black parents brought suit challenging the constitutionality of the dual school system. On February of 1975 the school board adopted unanimously a desegregation plan that provided for the elimination of racial isolation and all vestiges of the district's traditional dual school system. The Kirkwood plan was designed not only to correct racial isolation but also to effect curriculum reform and meet fiscal constraints. Factors involved in the design of the plan included declining enrollment, budget deficits and decreasing revenue, and the desire to reorganize junior high schools into middle schools and institute new teaching methods in order to improve the quality of education. These circumstances conspired to permit the Kirkwood School District's desegregation to begin auspiciously. The arrival of a new superintendent provided a positive impetus for change. Fiscal necessity compelled adjustment of attendance boundaries. School reorganization had become a priority to the administration and teaching professionals. The minority proportion of the population was small. The community was involved but few elements ever took firm positions and intense community opposition did not develop. (Author/AM)

ED 145 049 UD 017 408
School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jun 77
 Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration
 Identifiers—*Arkansas (Little Rock)

Desegregation efforts in Little Rock span 19 years. Extensive and involved efforts have been carried out by the courts, the school board, national interest groups, and the citizens of Little Rock to achieve the goal of a unitary public school system. Instead of a comprehensive approach to desegregation, a variety of conflicting plans were introduced after the initial court decision. Some were rejected, and those accepted led

to desegregation by segments or grades. This piecemeal desegregation was the strategy followed until the acceptance of a more comprehensive approach in 1973. At that time, the school district and the minority community agreed to work together toward bringing about complete desegregation of the schools. The black community feels that throughout desegregation it has borne the largest share of the burden, for example, all black rather than all white schools were closed. White flight in the late 1960's has increased the degree of residential segregation in the city. Black administrators and teachers continue to complain that they receive unequal treatment and opportunity. Despite the many conflicting opinions surrounding school desegregation in Little Rock, both the school administration and the various community organizations exercised positive leadership in bringing about desegregation. (Author/AM)

ED 145 050 UD 017 409
School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jun 77
 Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Black Students, Community Attitudes, Elementary Secondary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Race Relations, *School Integration
 Identifiers—Tennessee (Davidson County), *Tennessee (Nashville)

The original action seeking school desegregation in Nashville-Davidson, Tennessee was filed in court in 1955. The initial action had little immediate impact and efforts in the next decade were slow and minimal. In 1971 Plan A, the Department of Health, Education and Welfare (HEW) Plan, was implemented. This incorporated geographic zone changes, clustering, pairing, and grade restructuring. The plan further stipulated that no school in the system would be more than 44% black. Overall opposition to desegregation was relatively high and opponents were supported in their opposition by the metro council and other political leaders. The metro council voted funds to fight the lawsuit and later withheld funds that were necessary to successfully implement the busing phase of the plan. Since court ordered desegregation went into effect, several phenomena have resulted. Seven inner city schools have been closed, portable classrooms abound in the suburbs, black enrollment has remained stable, and white enrollment has decreased. Today, in the fifth year of the plan, there are about 24 schools in which the black enrollment ranges from over 50% to almost 95%. Resegregation seems to be occurring. This is due to the fact that the court ordered plan only rezoned two thirds of the county's schools. Only enough white schools were included to break down the racial identity of the inner city. On the positive side, Nashville's desegregation plan did not cost black administrators their jobs as has happened in other cities. (Author/AM)

ED 145 051 UD 017 410
School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Aug 77
 Note—32p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Academic Achievement, Black Students, Elementary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Junior High Schools, Race Relations, *School Integration
 Identifiers—*California (Berkeley)

Efforts to desegregate the public schools in Berkeley, California began in 1957 when a committee was appointed to study the problems of desegregation. In 1963, the board voted to desegregate the junior high schools and to study methods for desegregating the elementary schools. The 1968 elementary desegregation plan was complex. To desegregate the elementary schools the district was divided into 4 zones, each

zone containing a cross section of the community with approximately equal ratios of students. The zoning was also designed to contain equal representations of socioeconomic groups. The elementary school desegregation plan did not call for busing merely on the basis of race. Distance from school and the grade level were also determining factors. The physical aspects of desegregation were implemented with relative ease. There were few complaints about racial violence in the schools during implementation. However, disruptions along racial lines have been a constant problem at the grade seven and eight school which had been predominantly white. Achievement scores have improved for minority as well as majority students; however, disparities continue to exist among the different racial and ethnic groups. The Berkeley school system hired a number of minorities, particularly for important administrative positions; however, minorities still remain underrepresented in the system's school staff. (Author/AM)

ED 145 052 UD 017 411
School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jun 77
 Note—24p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Black Students, Educational Quality, Elementary Secondary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration
 Identifiers—*South Carolina (Williamsburg County)

Prior to desegregation in 1970 and 1971, there had been minimal effort directed toward the reduction of racial isolation in the schools of Williamsburg County, South Carolina. Black students first enrolled in all white schools in 1965 after the school system began operating on a freedom of choice basis. In 1970 the Department of Health, Education and Welfare (HEW) provided the impetus toward more complete school desegregation. Additional desegregation affecting about 6,000 students took place with the pairing of 9 schools. In 1971, HEW required the county to take further action: four remaining county schools with grades K-12 were paired. They had a total of 2,500 students. Changes took place in the structure of elementary education at the time of desegregation. No increase in the number of students bused or in the length of time spent riding the bus was reported by school administrators. Approximately 50% of the faculty was transferred as a result of desegregation. Faculty received biracial and bicultural training after the opening of school in 1970. Desegregation has been very successful. The system complied with HEW guidelines and litigation was not necessary. Although tension did exist initially and still does, desegregation has been peaceful and the schools have functioned without interruption. Current testing indicates that the preschool ability level of students is improving and that the gap between blacks and whites and that between children from lower and upper economic families is narrowing. (Author/AM)

ED 145 053 UD 017 412
School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jun 77
 Note—33p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Elementary Secondary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration
 Identifiers—*Illinois (Peoria)

In 1966 when initial planning for desegregation in Peoria, Illinois began, minority students were concentrated in 9 of Peoria's 39 schools. Twenty of the city's schools had white enrollments of more than 98%, indicating the most minimal percentage of minority students in more than half the city's schools. Four schools were totally white. The desegregation plan implemented in 1968 called for the realignment of school boundaries, the use of the middle school concept, a

building program for new schools, one way busing, desegregation training and preparation programs for teachers and staff, increasing efforts to hire minorities, and improvement of the curriculum through use of multiracial materials. Community leaders in the city including school board members, business leaders, school administrators, civil rights leaders, and, to a limited extent, teachers, parents, political leaders, and the religious community gave early support to desegregation. The plan has failed to live up to the expectations of many community leaders. It has failed to eliminate segregation from the district's schools, it has failed to reduce the growing gap between minority faculty employment and minority student enrollment, and it has failed to initiate the middle school program which was designed to bring about desegregation as well as improved educational quality. (Author/AM)

ED 145 054 UD 017 413
School Desegregation in Tulsa, Oklahoma.
 Commission on Civil Rights, Washington, D.C.
 Pub Date Aug 77

Note—131p.; For related documents see UD 017 402-418 and UD 017 447-452; Appendix may be marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.
 Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration
 Identifiers—*Oklahoma (Tulsa)

Up until 1954 all Tulsa schools were totally segregated by race. In the fall of 1955, school attendance zones in Tulsa were redrawn, utilizing the neighborhood school concept, but without regard to race, color, religion, or national origin. The new zones placed some black children in previously all white schools, and some white children in previously all black schools. This realigning of attendance zones, however, was negated by the school board's policy of allowing any student to transfer from a school in which his or her race was minority to a school where his or her race was a majority upon the request of the parents. In May of 1965 the Tulsa public schools' plan for desegregation was submitted to the U.S. Commissioner of Education. Since then, although this school district has made progress in bringing about school desegregation, much remains to be done. School enrollment statistics for the 1975-76 school year indicate that many schools are still segregated. By choosing to define an integrated school as one having not more than 90% enrollment of a single race, the Tulsa district has not presented an accurate picture on the status of school desegregation. White flight from this district to surrounding suburban districts is a major problem. The affirmative program, instituted by the school district has not been carried through. Furthermore, the burden of busing has fallen on the black community. On the positive side, the magnet school plan has been extremely successful. (Author/AM)

ED 145 055 UD 017 414
School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Jun 77
 Note—26p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Black Students, Community Attitudes, Elementary Secondary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Race Relations, *School Integration
 Identifiers—*Wisconsin (Racine)

The Racine Unified School District, in Racine, Wisconsin in 1973 voluntarily adopted a resolution mandating that, in effect, no school in the district could have a minority enrollment greater than 30.7%. Kindergarten classes were not included in the desegregation plan. When the desegregation plan was adopted, some segments of the minority community and one predominantly white area protested. At the time the plan was implemented, there were no incidents of physical disruption or violence, in part, because the minority community decided to accept the plan and help the school district implement it. Some dissident groups found that their protests had no legal basis. As a result of desegregation

attendance has not changed, although there has been some noticeable decline in the number of white students enrolled and an increase in the parochial schools' enrollment. The issue which has created some dissatisfaction within the minority community has been the fact that black children are bearing the brunt of busing. Most of the persons interviewed believed that since desegregation academic achievement has improved in school programs. The school district has taken several surveys on attitudes towards desegregation and the results have proven to be favorable. (Author/AM)

ED 145 056 UD 017 415
School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Feb 77
 Note—26p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Black Students, Community Attitudes, High Schools, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Mexican Americans, Race Relations, *School Integration, Secondary Education
 Identifiers—*Colorado (Colorado Springs)

The opening of this district's fourth high school in 1970, which necessitated a redrawing of boundaries with a resulting redistribution of students, provided the opportunity for the Colorado Springs, Colorado school district to correct racial and ethnic imbalances in the district's high schools. Parents, teachers, students, and representatives from all segments of the community were involved in the development of the plan. This resulted in good communication between the school system and the public and in a high degree of support for the new program. Strong leadership was provided by the school superintendent. Most objections were raised by white and minority parents whose children were dislocated from schools they formerly attended. There was never a significant degree of organized opposition and much of the original dissension dissipated. Most of those interviewed believed that desegregation has resulted in improved relations between white and minority students and that increased educational opportunities have been provided for all students. Virtually all persons interviewed felt that desegregation of the high schools has been implemented with a high degree of success and that it has been beneficial to all. The biggest single problem that remains is that of the "self-isolation" of many minority students. (Author/AM)

ED 145 057 UD 017 416
School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Aug 77
 Note—24p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.
 Descriptors—Black Attitudes, Black Students, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Race Relations, *School Integration
 Identifiers—*Mississippi (Greenville)

This is a report of school desegregation in Greenville, Mississippi. In 1964, five years before ordered to do so by a federal judge, Greenville initiated its own plan for majority-to-minority crossover of students on a "freedom of choice" basis. The school board also initiated a voluntary teacher transfer program that met with considerably more success than did the student program. Mutual switches could be and were arranged among the teachers and administrative teacher transfers supplemented the rolls of volunteers. By 1968, just prior to the court order, the previously all white high school had a black student representation of 15%. No white, however, had exercised the freedom to choose the all black high school or any of the all black elementary schools. Another drawback to the Greenville voluntary choice program was that the degree of desegregation was dependent on availability of space in the schools requested. Pressure from the minority community for deliberate speed, expressed through lawsuits filed in court in the mid-1960's, was the impetus for the plan now in

operation. Almost everyone interviewed during the case agrees that leadership for implementation came from the students themselves. Today, desegregation of the Greenville public schools is very nearly total. The initial loss of about 15 to 19% of the white students through flight to private schools was the major development during implementation. The single greatest problem according to white administrators, remains how to get back the students from the private academies and to create a closer approximation of the real world mix of people than is presently offered in the schools. (Author/AM)

ED 145 058 UD 017 417
School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date Aug 77
 Note—39p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Black Students, Elementary Secondary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, Integration Studies, Race Relations, *School Integration
 Identifiers—*Iowa (Waterloo)

Segregated housing and school attendance boundaries contributed to significant racial segregation in Waterloo, Iowa's public schools. In 1967, 81% of white students attended schools that were at least 90% white, and 30% of the black students attended schools at least 90% minority. Although 11 of the 33 Waterloo schools had black students, 66% of the black students attended schools with black majorities. In response to the demonstrations of 1967, the Waterloo school board issued its first statement of support for school desegregation. The board followed this announcement with a series of experiments in limited desegregation. These modest initiatives continued until the school board developed a comprehensive desegregation plan in 1973. In fall, 1968, the school board proposed open enrollment as the principal means to desegregate. Two other desegregation efforts initiated in 1968-70 involved the Price Laboratory School and the more complex and imaginative Bridgeway magnet school project. In the fall of 1972, the school board and administration took additional limited desegregation steps with the opening of the new Central High School. Through realignment, school authorities desegregated all three of the high schools. There has been no attempt to deal with segregation on the junior high level. Plans are being readied to desegregate the junior high schools through magnet schools, middle schools, and 4 year high schools. Many community members and students were not satisfied with the school board's desegregation measures. In 1973 a comprehensive plan which included closing and pairing of schools in 13 of 35 attendance areas was adopted. This plan allowed considerable desegregation but preserved the concept of neighborhood schools. This plan did not involve every elementary school and could not achieve total desegregation. (Author/AM)

ED 145 059 UD 017 418
School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
 Pub Date May 77
 Note—28p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.
 Descriptors—Black Attitudes, Black Students, Bus Transportation, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Parent Attitudes, Race Relations, *School Integration
 Identifiers—*Pennsylvania (Erie)

In 1968, a determination that de facto segregation was present in the Erie, Pennsylvania School System was made. This was made on the basis that there were six schools having an 80% or more black student population. These schools were located in black areas. There were also 16 schools with an 80% or more white student population located in white areas. The school district was required to develop a plan to effect a racial balance. It took 6 years for the school district to develop a satisfactory plan. The plan included school pairings, the closing of two schools, the

development of supportive programs, and limited busing. Eric's desegregation plan went into effect in September of 1975. Because the plan had only been operating for 7 months at the time the interviews were held for this report, the impact of the plan could not be assessed. Generally the absence of strong positive leadership contributed to the tense atmosphere that preceded desegregation. Minority and white parents, however, were surprised and gratified that desegregation occurred as smoothly as it did in light of their fears and apprehensions prior to implementation. Contributing to the smooth implementation of the plan were two factors: (1) the desegregation plan called for a small increase in busing, and (2) busing when needed, is currently handled by the public transportation system and subsidized by the school district. (Author/AM)

ED 145 060 UD 017 422

Vivolo, Robert

A Guide to Information on Equal Educational Opportunity.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date Aug 77

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Court Cases, Educational Research, *Equal Education, Federal Legislation, Organizations (Groups), *Reference Materials, *Resource Guides, *Resource Materials
Identifiers—*Civil Rights Act 1964 Title IV, *ERIC

This resource guide on equal educational opportunity is comprised of twelve sections, each providing a different type or source of information. The first section contains the name, address and organizational scope note of approximately 70 organizations and associations. Section two lists the name, address and interest of 17 education laboratories and research and development centers created by the Office of Education in the 1960's. The following two sections list the projects which are federally funded under Title IV of the Civil Rights Act of 1964, the Type A (Desegregation) General Assistance Centers and the Type B (Bilingual) General Assistance Centers. The Addresses of the individual State Departments of Education (both higher education and primary/secondary) are also included. Section 7 contains brief explanations of major federal legislation which has an impact on the problem of providing equal educational opportunity to children. This is followed in section 8 by a listing of 24 major court cases with the major finding of each case summarized. Section nine contains an explanation of what the Educational Resources Information Center (ERIC) is and how it can be used to obtain information about equal educational opportunity. A listing of journals which often provide either direct information or pertinent background information on equal educational opportunity is provided in section 10. Section 11 contains a listing of various reference works. These cover a wide spectrum of information ranging from civil rights to educational statistics. Section 12 is a bibliography of major books and journal articles dealing with equal educational opportunity. (Author/AM)

ED 145 061 UD 017 423

Compensatory Education Services.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Jul 77

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Compensatory Education Programs, *Elementary Secondary Education, Evaluation, Public Schools, *School Districts, *School Funds, *State of the Art Reviews
Identifiers—*Elementary Secondary Education Act Title I

This is the first of six reports on compensatory education services. The purpose of this report is to describe the compensatory education services provided by a cross section of the 14,000 school districts that receive Elementary Secondary Education Act Title I funds. It provides a factual background for the other reports in this series. This volume focuses on the actions of school districts, those ultimately responsible for identifying students in need and selecting and delivering services. These are some of the findings: Ninety per cent of America's school districts receive Title I funds. Title I services go primarily to elementary

school students in public schools and 20% of the elementary school students in Title I districts receive compensatory education services. School districts exercise considerable flexibility in identifying students to receive Title I services. Because of limitations in Title I funding, few districts can serve all of the students judged to be in need. Because the needs of students vary from one school district to another, local educational agencies design and operate their own compensatory education programs. The quality of compensatory instructional services is reflected in the four factors of class size, time spent in instruction, teacher characteristics, and individualization. Variation among school districts in their compensatory instructional programs are strongly related to the size of the districts' Title I grants and to the staffing patterns they select. In contrast to the strong emphasis on compensatory instruction, auxiliary services represent a very small part of the overall Title I effort. Title I instructional services appear to make a distinct contribution to the learning experiences of students. (Author/AM)

ED 145 062 UD 017 424

National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976.

National Advisory Council on Equality of Educational Opportunity.

Pub Date 31 Mar 77

Note—73p.; For related document see UD 015 583 and UD 017 425

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Annual Reports, *Educational Administration, *Educational Legislation, *Equal Education, *Evaluation, Special Programs
Identifiers—*Emergency School Aid Act

This report by the National Advisory Council on Equality of Educational Opportunity (NACEEO) contains the major activities undertaken for 1976 and delineates the recommendations made for that year. The recommendations made are in the areas of legislation, administration and special projects. Two of the 1976 recommendations are: (1) state education agencies should be given the role of operating the Emergency School Aid Act basic, pilot, and NPO programs under a state allocation formula and under administrative procedures similar to that now in effect for Title I of the Elementary and Secondary Education Act and (2) the Commissioner of Education should adhere to the predetermined dates established for receipt and processing of ESAA applications with more uniformity than has been the case for the past three years. A summary of 1976 recommendations and of recommendations of previous years is also provided. Part II of this paper contains the report of the evaluation committee of the National Advisory Council on Equality of Educational Opportunity. The purposes of this report are: (1) to provide NACEEO with a summary statement about the findings of desegregation studies and about the quality of the evaluation undertaken by the System Development Corporation (SDC) in comparison with other evaluations of educational programs, (2) to present verbatim the report of the independent consultant about the reports issued by SDC for Year II of ESAA, and (3) to provide NACEEO with some recommendations for consideration for action which were developed by the Evaluation Committee. (Author/AM)

ED 145 063 UD 017 425

Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977.

National Advisory Council on Equality of Educational Opportunity.

Pub Date 22 Aug 77

Note—10p.; For related documents see UD 015 583 and UD 017 424

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Elementary Secondary Education, *Equal Education, Evaluation, Longitudinal Studies, Research Needs, School Environment

Identifiers—*Emergency School Aid Act

This report by the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity (NACEEO) reviews, in detail, two works dealing with the Emergency School Aid Act (ESAA). These two works present the cross-sectional results of the national

evaluation of the Basic Elementary, Pilot Elementary, and Basic Secondary programs during the third operational year of ESAA; longitudinal results about the achievement of students in the national sample between the years 1973-74 and 1975-76; and results from the in-depth study of 26 elementary schools in 1975-76. This report to NACEEO deals primarily with: (1) summaries of the major findings of these two works, including their recommendations, and (2) a discussion of and recommendations related to those summaries. The Task Force on Evaluation recommends that NACEEO suggest to the Assistant Secretary of Education that studies be undertaken to provide more information about the processes involved in increasing achievement levels, about differential teaching actions between the ESAA and the non ESAA schools, and about the effects on achievement levels of grade repetition for students in elementary schools. The Task Force also recommends that NACEEO inform the Assistant Secretary of Education of the lack of school climate scales and of their importance to the nations' educational program, and request that steps be taken to ensure that this affective domain is evaluated. (Author/AM)

ED 145 064 UD 017 426

Sourcebook of Equal Educational Opportunity.

Second Edition.

Pub Date 77

Note—686p.

Available from—Marquis Academic Media, Marquis Who's Who Inc., 200 East Ohio Street, Chicago, Illinois 60611 (\$34.50)

Document Not Available from EDRS.

Descriptors—American Indians, Asian Americans, *Bilingual Education, Blacks, Elementary Secondary Education, *Equal Education, *Ethnic Groups, Females, Higher Education, *Minority Groups, Post Secondary Education, *Racial Discrimination, Racism, School Integration, *Sex Discrimination, Spanish Americans

This reference book offers current information about equal opportunity in education through the elimination of racial, cultural, sexist, and linguistic barriers facing minority groups. The volume consists of seven parts, plus subject and geographical indexes. The first section includes a general demographic overview of the U.S., with statistics on income, employment and education. It also discusses cultural pluralism versus the melting pot theory, and examines in a general way the subjects of sexism and racism. The second section deals with both historical roots and contemporary trends in American Indian/Native Alaskan education. Part three presents data on the Asian American/Pacific Islander populations, with specific information on bilingual and bicultural educational projects. The fourth section focuses upon desegregation efforts with regard to Black Americans and discusses standardized testing in relation to the black student. Part five deals with higher education programs for the disadvantaged, as well as special programs for different white ethnic groups. Migrant education is included in this section. Part six discusses social, economic and cultural aspects of the various Hispanic populations living in the United States and mentions bilingual education programs and language problems of Spanish Americans. The final section reviews the social roles and educational progress of women and includes information on identifying and combating sexism. Reference sources are noted throughout this book. (Author/GC)

ED 145 065 UD 017 428

Mottl, Tahi Lani

The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice.

Pub Date Jul 76

Note—186p.; Some parts may be marginally legible due to print quality of the original document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—*Community Organizations, Community Support, Elementary Secondary Education, Government Role, *Human Relations Organizations, Integration Methods, *Private Agencies, *Public Schools, Racial Discrimination, *School Community Relationship, *School Integration

Identifiers—*Massachusetts (Boston)

This report evaluates the performance of three private agencies on the school desegregation process in Boston. The Citywide Educational Coalition organized and stimulated parents to publish a newsletter. Freedom House provided the only fully equipped information center which specifically supported black parents, students and agencies by answering telephone inquiries. The Massachusetts Advocacy Center interceded in school suspension cases. The report concludes that although these agencies were inconsistent in their aims and achievements, they were not superfluous. Without these groups, desegregation would still have been accomplished; however, services and support that should have been provided by governments and by the individual school systems in order to facilitate the transition, were ultimately assumed by these private groups. These agencies filled a void left by reluctant decision makers and administrators; softened resistance to integration by providing voices of moderation; gave voice to citizens' needs; and supported and aided pro-implementation casualties of the desegregation process. Included in this report are recommendations for the 1976-77 academic year. Basic to these recommendations is the need for government support and funding of the groups which promote desegregation. Extensive appendices to this report provide data on the evaluation process, the climate and events of desegregation, and the roles and activities of pro-implementation agencies. (Author/GC)

ED 145 066 UD 017 429
Project Student Concerns. Interim Report.

Jefferson County Education Consortium,
Louisville, Ky.

Spons. Agency—Kentucky Univ., Lexington;
Louisville Univ., Ky.

Pub Date 14 Sep 77

Note—218p.; Some tables may be marginally legible due to the print quality of the original document.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Administrator Attitudes, *Black Students, Discipline, *High School Students, Inequalities, Parent Attitudes, Public Schools, *Racial Discrimination, *School Integration, Senior High Schools, Student Attitudes, Surveys, *Suspension, Teacher Attitudes

Identifiers—*Kentucky (Jefferson County), *Kentucky (Louisville)

This report investigates the disproportionately high suspension rate of black high school students in the newly integrated Louisville-Jefferson County school district. Data were obtained as a result of interviews with 24 administrators, 84 teachers, and 49 suspended students and their parents. The report concludes: (1) Black students are more likely to be suspended than white students for all offenses except class cutting; (2) Black and white students seem to be equally informed of school rules, though some faculty members suggest students' ignorance of the rules as a reason for disproportionate black student suspensions; (3) Parents feel suspension is too frequently used. All groups interviewed agree that loss of instructional time is the most negative aspect of suspension and that behavior posing the threat of injury to others should result in suspension. Opinions as to what should be other suspendable offenses varied widely among the four groups interviewed; (4) Faculty and administration tended to similarly explain disproportionate suspensions of black students. Most frequently cited reasons were related to racially assigned attributes; (5) Data from this and other studies conducted in the same district indicate unequal application of discipline in the schools. The report makes recommendations for remedying the problem of disproportionate suspension of black students. (Author/GC)

ED 145 067 UD 017 447
School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Note—25p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Leadership, Race Relations, *School Integration, Success Factors

Identifiers—*Maryland (Dorchester County)

This monograph describes the major aspects involved in the desegregation of Dorchester County's schools and assesses the desegregation process to determine those factors which made the transition possible without violence or disruption to the educational system. The plan to desegregate the entire school system consisted of the reassignment of students at seven schools. Teachers were transferred in 21 of the 26 schools and approximately 20% of the entire faculty was reassigned. The Dorchester County experience indicates that only after the Board of Education hired a superintendent of schools specifically skilled in and committed to the process of desegregation did desegregation take place. Under the new leadership, a plan acceptable to HEW was designed and implemented within three months of his appointment. Another important conclusion from the Dorchester County experience is that desegregation works. Desegregation was planned and implemented without organized opposition, violence, or serious disruption of the educational process. This is especially significant because this county had repeatedly experienced violence about other civil rights issues during the 1960's. Students and faculty have been and remain desegregated for the most part. There has been minimal abandonment of the public school system by white families. There has been no overall decline in pupil achievement. (Author/AM)

ED 145 068 UD 017 448
School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Aug 77

Note—32p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Black Students, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*Kansas (Wichita)

Wichita, Kansas maintained a dual black and white school system from 1906 to 1952. Segregation continued, however, between 1952 and 1971. The board of education appointed a blue-ribbon, low economic area problems committee which made recommendations for desegregation of the schools along both racial and socioeconomic lines. Recommendations for improvement in the quality of teaching, development of educational parks, and pupil transportation were rejected by the board. In 1969 the board of education ordered the desegregation of Wichita's secondary schools. This involved the dispersal of black students. After the Office of Civil Rights moved to cut off federal funds to the district, and that sanction had been approved by an administrative law judge, the district adopted a voluntary desegregation plan to establish equitable pupil ratios by crossbusing students and closing some predominantly black schools. This was implemented in the 1971-72 school year. The plan was adopted because the business and civic leaders supported the effort. After adoption, both black and white community groups protested without impact. The entire community led by the school administration participated in implementation. Despite some difficulties with discipline, desegregation proved successful. Academic achievement improved. Teachers learned to cope with new problems. White parents and children volunteered to participate in the desegregation effort in ever increasing numbers. (Author/AM)

ED 145 069 UD 017 449
School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Sep 77

Note—24p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, Black Students, Elementary Education, *Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Mexican Americans, Race Relations, *School Integration, Success Factors

Identifiers—*Arizona (Tempe)

This is a report on school desegregation in Tempe, Arizona. The desegregation plan focused on the Guadalupe community, specifically, the

Veda B. Frank Elementary School. In 1972-73 this school had a minority student enrollment of 92%, of which 90% were Mexican Americans. The reassignment of students required by the plan affected Mexican American and Yaqui children. Approximately 68% of the children who had been attending Frank school were bused to other schools, and approximately 40% of the white students originally enrolled at other schools were bused to Frank. This reassignment of students at the beginning of the 1974-75 school year reduced the minority students population at Frank from 92% to 36%. The greatest travel distance involved for any student in the transportation plan was three and one half miles. Another result of the desegregation plan was the reassignment of approximately 22% of the Frank faculty to one of the other target schools. The Tempe school district desegregation plan was implemented within a very short time. The superintendent's leadership was an important element in the smooth implementation of the plan. District personnel involved in implementing the plan perceived it to be workable and simple. Several interviewees, however, stated that very few staff members had been involved with the superintendent in the development of the plan. Despite initial apprehensions regarding student disciplinary problems, teachers were generally cooperative and supportive of the plan. (Author/AM)

ED 145 070 UD 017 450
School Desegregation in Corpus Christi, Texas.

Commission on Civil Rights, Washington, D.C.

Pub Date May 77

Note—119p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Integration Effects, *Integration Litigation, *Integration Methods, *Integration Plans, Integration Readiness, *Integration Studies, Mexican Americans, Race Relations, *School Integration

Identifiers—*Cisneros v Corpus Christi, *Texas (Corpus Christi)

This is a report on school desegregation in Corpus Christi, Texas. It discusses in depth the historical and legal basis for school desegregation in Corpus Christi with respect to the litigative processes underlying the issue of school desegregation. This report carefully describes the events leading up to the landmark Cisneros v. Corpus Christi desegregation lawsuit and its impact on the community. The attempt to desegregate the Corpus Christi schools has been a prolonged and painfully laborious task. Despite almost 10 years of protracted litigation and court orders mandating desegregation, this school district continues to maintain a segregated school system. The school board and the superintendent have repeatedly denied the existence of segregation and have refused to develop workable plans for bringing about desegregation. The present desegregation plan, the Computer Plan, addresses itself exclusively to the physical assignment of students and fails to incorporate other important educational and social needs necessary to assure a comprehensive approach to desegregation. Minorities are inadequately represented at all professional levels of employment within this school district. The school board is composed of all Anglo members, while the student composition is 60% minority students. (Author/AM)

ED 145 071 UD 017 451
School Desegregation in Raleigh County, West Virginia.

Commission on Civil Rights, Washington, D.C.

Pub Date Aug 77

Note—27p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*West Virginia (Raleigh County)

The Raleigh County public school system, through several phases implemented over a period of more than 12 years, has effectively desegregated its student bodies in all schools. The leadership on the part of each of the superintendents involved was the key to making the changes peaceful. Other school personnel and the board of education provided support to the superintendent. Provisions to assure a desegregated faculty are lacking. The number of black faculty has

decreased significantly during the years desegregation has taken place. The addition of white faculty during the same time indicates that there has been an opportunity to recruit black teachers, but that opportunity has been missed so far by the school system. Moreover, there has been no serious attempt to provide teachers with training specifically designed to assist them in dealing with a desegregated student body. While the Raleigh public schools have desegregated their student bodies, they have so far failed to pay sufficient attention to the highly important area of faculty and faculty/impact upon students. (Author/AM)

ED 145 072 UD 017 452

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights. Commission on Civil Rights, Washington, D.C. Pub Date Sep 77

Note—24p.; For related documents see UD 017 402-418 and UD 017 447-452

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Integration Effects, *Integration Methods, *Integration Plans, *Integration Readiness, *Integration Studies, Race Relations, *School Integration

Identifiers—*Oregon (Portland)

The impetus for public school desegregation in Portland came through the efforts of the local National Association for the Advancement of Colored People during the 1960's. The Portland Board of Education moved in 1963 to establish a blue ribbon, independent committee on education and race. This citizen's committee recommended a series of individual actions to be taken by the

Portland Board of Education which would be aimed over time at desegregating the schools. The board of education accepted the recommendations. In 1964 the Portland board began a voluntary transfer program which involved the transportation of minority students to predominantly white schools. The following year, substantive educational policy changes were implemented which included the creation of model schools, the head start program, and compensatory learning activities. The voluntary administrative transfer system was strengthened in 1972 through the recruitment of 725 minority students into the program. This action was supported by more intensive inservice training for faculty and staff. From 1973 to 1975 the board of education continued its backing of desegregation actions through policy statements and guidelines, the development of early childhood centers in the inner city, support for reorganization, and symbolic moves such as a proposal for an annual school award for interracial understanding. Portland's desegregation effort has been limited in scope and limited in success. Because the desegregation program is voluntary, desegregation has not produced change throughout the city's schools. (Author/AM)

ED 145 073 UD 017 483

Survey of Youth Needs in Southwest Portland.

Research Report No. 1.

Portland State Univ., Oreg. School of Urban Affairs.

Pub Date 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Disadvantaged Youth, Group Relations, *Needs Assessment, *Participant Involvement, Research Problems, *Social Science Research, *Surveys, *Teenagers, *Youth Problems

Identifiers—*Oregon (Portland)

This report provides the results of a survey conducted by the Southwest Research Team whose goal was to provide information concerning the issues and concerns of young people in Southwest Portland. The study was part of an attempt to set a foundation for an on-going process of involving Southwest Portland youth in the planning activities of the Southwest Youth Service Center. The information collected by the survey was to be used by the youth to formulate policy, develop programs, and evaluate programs during the year. The survey focused on the following areas: school, police-youth relations, attitudes toward the Southwest Youth Service Center, health, employment, housing and leisure activities. The first three areas listed were designated as priority. Respondents came from four sources: high school youth, youth enrolled in the Portland Job Corps Center, youth working at the Jewish Community Center, and friends of the research team itself. Thirty-five females and twenty-six males participated. Several of the goals of the project were accomplished. It was demonstrated that a group of youth could be brought together, work as a group, and deal in a constructive way with some very complex social problems. The attempt to blend education, training, and work into the organization of the research project proved to be successful. (Author/AM)

Subject Index

193

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — **Perception**

Title —

Iconic signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number

ED 013 371

Abstracts

Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.

ED 144 125

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.

ED 144 778

Organizational Communication Abstracts--1975.

ED 144 160

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.

ED 144 772

Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975.

ED 143 882

Academic Ability

Persistence and Achievement.

ED 143 915

Academic Achievement

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

Affective Variables Indicating Success for Compensatory Education Projects.

ED 145 004

A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits.

ED 143 892

The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.

ED 143 854

The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.

ED 144 927

Intensive Education: The Impact of Time on Learning.

ED 144 195

Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement.

ED 143 928

Kentucky Quality Education Study: 1974-75. Technical Report.

ED 144 176

Learning Incentives Preferred by University Students. Interim Report I July 1975-30 June 1976.

ED 144 986

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.

ED 144 982

Making It In Graduate School.

ED 144 492//

Personality and Academic Achievement in Three Educational Levels.

ED 143 907

The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.

ED 144 955

Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977.

ED 145 063

Schools Can Make a Difference.

ED 145 034

Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey.

ED 143 933

A Study of Engineering Students.

ED 144 456

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

ED 143 831

Academic Aptitude

The Relationships Between Cerebral Dominance and Different Mental Abilities.

ED 143 895

Academic Aspiration

Effect of Farm Background on Attitudes of Agricultural Students at Clemson University.

ED 144 742

Motivational Determinants of Status Aspirations: Comments on Sex Variations.

ED 144 763

Academic Freedom

Academic Freedom and Academic Tenure

ED 144 475

The Ethics of Teaching and Scientific Research.

ED 144 493//

Issue on Censorship.

ED 144 074

Academic Standards

Setting and Evaluating Competency Standards for Awarding High School Diplomas.

ED 144 977

Access to Education

European Universities--The Unfinished Revolution. Yale Higher Education Program Working Paper

ED 144 485

Perspectives for the Future System of Higher Education.

ED 144 449

Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper.

ED 144 489

Accident Prevention

Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976).

ED 144 937

Accountability

Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.

ED 144 464

Legislative Control of State Finance.

ED 144 234

Management by Objectives: A Tool for Accountability.

ED 143 788

Wahbung - Our Tomorrows.

ED 144 773//

Accreditation (Institutions)

Standards for Approval of Teacher Preparation Programs in Virginia.

ED 144 923

[State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].

ED 144 925

Acculturation

Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59.

ED 144 368

Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.

ED 144 395

Achievement

1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II).

ED 144 839

- 1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800
- A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits. ED 143 892
- Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
- Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975. ED 144 995
- International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix. ED 144 822
- Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools. ED 145 023//
- Objective-Referenced Measure in Mathematics. Summary Report. ED 144 832
- Persistence and Achievement. ED 143 915
- Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two. ED 144 813
- Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I. ED 144 823
- Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932
- Student Adaptation to High School Social Groupings and Normative Environments. ED 143 929
- Successful Black Farmers: Factors in Their Achievement. ED 145 038
- Achievement Tests**
- The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation. ED 144 269
- The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze. ED 144 957
- Acoustic Phonetics**
- Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977. ED 144 138
- Activism**
- Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper. ED 144 478
- Activities**
- Good Ideas: An Activity Book for Early Childhood. ED 144 285
- Activity Learning**
- Activity-Based Learning in Elementary School Mathematics: Recommendations from Research. ED 144 840
- Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810
- Activity Units**
- In Praise of Diversity: Multicultural Classroom Applications. ED 144 854
- Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System. ED 143 876
- Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875
- Adaptation Level Theory**
- Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness. ED 143 904
- The Midlife Crisis and Educational Programming. ED 143 784
- Adapted Physical Education**
- A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317
- Adaptive Testing**
- Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977. ED 144 991
- A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Addition**
- How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7. ED 144 806
- Adjustment (to Environment)**
- Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922
- The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924
- Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59. ED 144 368
- Post Separation Adjustment and Women's Liberation. ED 143 908
- A Program of Clinical Research Development: Developing Decision Making Skills in Children. ED 143 909
- Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents. ED 143 901
- Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment. ED 143 978
- The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945
- Adjustment Problems**
- Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922
- Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual. ED 143 948
- Administration**
- Change Agent in a Multicampus System. ED 144 501
- How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. ED 144 300
- State Master Plan for Special Education in Oregon. ED 144 289
- State Master Plan for Special Education in Oregon. Summary. ED 144 290
- Administrative Change**
- A Report of the Commission on Federal Paperwork. Education. ED 144 203
- Administrative Organization**
- About Administration and Governance. ED 144 631
- Handbook for Faculty and Staff. Kentucky Wesleyan College. ED 144 509
- La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976. ED 144 220
- Progress of Education in the United States of America 1974-75, 1975-76. ED 144 205
- Review of Multi-unit Community College District Organization. ED 144 658
- The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper. ED 144 476
- Administrative Personnel**
- Black Administrators in Public Community Colleges: Self-Perceived Role and Status. ED 144 673//
- Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
- Faculty Appointments. ED 144 466
- The Role of the School Leader and a Training Programme. ED 144 166
- School Management Teams: Their Structure, Function, and Operation. ERS Monograph. ED 144 230//
- Supervisory Skills for Geriatric Care. ED 143 776
- Administrative Policy**
- An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College. ED 144 633
- Handbook for Faculty and Staff. Kentucky Wesleyan College. ED 144 509
- Refocusing Government-Communications Policy. ED 144 137
- [Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]. ED 144 945
- Administrative Principles**
- ACUCA Handbook. Presenting the Performing Arts. ED 144 424//
- Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4., 1977. ED 144 439
- Administrative Problems**
- The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test. ED 143 863
- Administrator Attitudes**
- Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results. ED 144 948
- A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement. ED 144 216//

- Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study. ED 144 233
- Administrator Background**
Black Administrators in Public Community Colleges: Self-Perceived Role and Status. ED 144 673//
- Administrator Characteristics**
A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C. ED 144 472
- Administrator Education**
Developing Staff Potential. New Directions for Community Colleges, Number 19. ED 144 627
Teachers for Rural America - Are They Recognized and Prepared? ED 144 732
- Administrator Evaluation**
Presidential Evaluation. ED 144 643
- Administrator Responsibility**
Administrator's Guide to Career Education in the Elementary School. ED 143 827
- Administrator Role**
Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869
Articulation in the Social Sciences: Who Needs It? ED 144 670
Black Administrators in Public Community Colleges: Self-Perceived Role and Status. ED 144 673//
Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866
Massachusetts Educational Innovators in Action: "The Process for the Product." ED 144 183
- Admission (School)**
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine. ED 144 435
- Admission Criteria**
Cognitive Predictors of College Success in Disadvantaged Students. ED 143 964
A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
Medical Education and the Contemporary World. ED 144 508
A Validity Study of Admission Criteria for Masters Students in a Reading Program. ED 144 035
- Adolescent Literature**
Focus on Literature for Children and Young Adults. ED 144 095
- Adolescents**
Changes in the Adolescent-Parent Relationship according to Sex Role. ED 144 907
Educational Considerations for the Learning Disabled Adolescent: Selected Papers. ED 144 330
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
Every Child Matters. ED 144 685
Every Child Matters. Leader's Guide. ED 144 686
Family Interaction in Early Adolescence. ED 143 925
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
- Perceptions of a Tri-Racial Community: Adults vs. Adolescents. ED 144 740
Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973
Understanding the Male Homosexual Experience: Grades 11, 12. ED 143 942
Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems. ED 144 694
- Adult Basic Education**
A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856
A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970--December 31, 1973. Final Project Report. ED 143 773
Instructor's Handbook for Adult Basic Education. ED 143 769
Reading Skills and Activities for the Adult. ED 144 000
A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory. ED 144 819
- Adult Child Relationship**
Adult Responses to Child Communications. ED 143 950
- Adult Counseling**
Adult Career Education Counseling Project. Final Report. ED 143 828
Career Transitions: The Demand for Counseling. Volume 2. ED 143 992
Career Transitions: The Demand for Counseling. Volume 1. ED 143 993
Meeting the Educational and Occupational Planning Needs of Adults. ED 143 885
- Adult Development**
Meeting the Educational and Occupational Planning Needs of Adults. ED 143 885
- Adult Education**
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
Lifelong Learning in the Public Interest. ED 143 811
Operational Incentives and the Growth of Competition in the Education Sector. ED 144 659
A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State. ED 143 826
- Adult Education Programs**
The Midlife Crisis and Educational Programming. ED 143 784
- Adult Educators**
A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970--December 31, 1973. Final Project Report. ED 143 773
- Adult Foster Care**
Invisible Institution: Adult Foster Care in the U.S.A. ED 143 937
- Adult Learning**
A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856
Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//
- Instructor's Handbook for Adult Basic Education. ED 143 769
- Adults**
Adult Responses to Child Communications. ED 143 950
Circumstances Which Facilitate Children's Recognition of Moving People. ED 144 723
The Effects on Adults of Being Imitated by Children: A Review and Methodological Critique. ED 143 972
Perceptions of a Tri-Racial Community: Adults vs. Adolescents. ED 144 740
A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah. ED 144 608
- Adult Students**
Meeting the Educational and Occupational Planning Needs of Adults. ED 143 885
- Adult Vocational Education**
Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA). ED 144 646
- Advance Organizers**
Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975. ED 144 995
Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
- Advertising**
Advertising Research: The State of the Art. ED 144 072//
- Advisory Committees**
Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869
Advisory Committees. The Best of ERIC, Number 30. ED 144 204
American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report. ED 144 767
The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974. ED 143 976
- Aesthetics**
An Aesthetic Theory of School Vandalism. Discussion Papers 419. ED 145 036
- Affection**
Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment. ED 143 958
- Affective Behavior**
Adult Responses to Child Communications. ED 143 950
Autonomy in Education: A Research Approach. ED 144 940
Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL). ED 143 893
Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//
The Effects of Density and Partitioning on Children's Behavior. ED 144 721
Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure. ED 143 917
Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli. ED 143 954

- Some Recent Perspectives on Research in Language and Literature. ED 144 062
- Suicidal Fantasies and Positive/Negative Effects. ED 143 938
- Affective Objectives**
The Affective Goals of Continuing Education. ED 144 101
Developing Performance Objectives for the Social Studies. ED 144 911
- Affirmative Action**
Affirmative Action and the New York City Public School System. ED 145 025//
Affirmative Action in Employment in Higher Education. ED 144 518
Affirmative Action Policy and Program Manual. [Revised] ED 144 645
Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look. ED 145 024//
An Exploratory Study of Women in the Health Professions Schools. Executive Summary. ED 144 432
An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations. ED 144 433
The Great Debate III. Options in Education, Program #91. ED 144 238
Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report. ED 143 884
- Affluent Youth**
An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371
- Africa (North)**
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975. ED 144 910
- Africa (West)**
Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997
Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998
- Age**
Get KWIC Help: An Information Service to Assist Trainers in Aging. ED 143 912
Infant Day Care: A Longitudinal Study. ED 144 707
- Age Differences**
Circumstances Which Facilitate Children's Recognition of Moving People. ED 144 723
The Influence of Sentence Type upon Paraphrase Strategy in Children. ED 144 420
Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774
Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1. ED 144 395
- Age Groups**
Measuring Perceptions of Aging Across Social Strata. ED 143 955
- Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. ED 143 829
- Agencies**
Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance. ED 144 539
- Agency Role**
Developing Indian Employment Opportunities. ED 144 756
How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect. ED 144 287
The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries. ED 144 422
- Agenda Setting**
A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- Aging**
Aging: A Kindergarten Curriculum. ED 144 680
- Agribusiness**
Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
- Agricultural Education**
Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development--1. ED 143 767
Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University. ED 144 742
Elements of the Structure and Terminology of Agricultural Education in Japan. ED 143 766
- Agricultural Laborers**
An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions. ED 144 769
An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings. ED 144 770
- Agricultural Occupations**
Career Profiles in Forestry, Conservation, Ecology, Environmental Management. ED 143 860
- Air Force**
Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training. ED 145 029
- Alaska**
Aquaculture: A Course of Study for Sand Point Secondary School. ED 144 788
The Athabascan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabascan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book. ED 144 914
A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools. ED 144 232
Maintaining Excellence in the Management of Decline. ED 144 239
- A Primer on Laws Important to Alaska Native Education. ED 144 747
- The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aance.... ED 144 915
- Alaska Natives**
A Primer on Laws Important to Alaska Native Education. ED 144 747
- Alcohol Education**
Alcohol Education: A Teacher's Curriculum Guide for Grades K-6. ED 143 959
- Alcoholism**
An At-Home Rehabilitation Program for Families of Women Alcoholics. ED 143 960
- Algebra**
A Study of Remedial Algebra Courses Taught at Queensborough Community College: Spring and Fall 1973. ED 144 654
- Algonquins**
The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York). ED 144 776
- Algorithms**
Graphics in Text: A Bibliography. Monograph No. 6. ED 144 018
- Alienation**
The Alienated Majority: A Community Study. ED 144 920
- Alternative Schools**
NACEDC Activity Plan, Report Year 1977. ED 145 027
- Alternatives to Suspension**
Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline. ED 144 246
Designing a Positive In-School Suspension Program. ED 144 251
Report: Discipline In Our Big City Schools. ED 144 210//
- Altruism**
Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions. ED 144 699
Food Sharing: An Evolutionary Perspective. ED 144 913
- American Culture**
Medical Education and the Contemporary World. ED 144 508
- American English**
Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1. ED 144 404
- American Federation of Teachers**
The Great Debate III. Options in Education, Program #91. ED 144 238
- American History**
The Indians of the Subarctic, A Critical Bibliography. ED 144 748//
Native American Historical Demography, A Critical Bibliography. ED 144 752//
The Ojibwas, A Critical Bibliography. ED 144 749//

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776

American Indian Culture

The Indians of California, A Critical Bibliography.
ED 144 750//

The Indians of the Subarctic, A Critical Bibliography.
ED 144 748//

The Navajos, A Critical Bibliography.
ED 144 751//

The Ojibwas, A Critical Bibliography.
ED 144 749//

American Indian Languages

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776

American Indians

American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report.
ED 144 767

Are First Grade Indian Children Ready to Read?
ED 144 016

The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.
ED 144 914

Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.
ED 144 757

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.
ED 144 765

Developing Indian Employment Opportunities.
ED 144 756

The Indians of California, A Critical Bibliography.
ED 144 750//

The Indians of the Subarctic, A Critical Bibliography.
ED 144 748//

Intellectual Freedom and Racism.
ED 145 022

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.
ED 144 766

Native American Historical Demography, A Critical Bibliography.
ED 144 752//

The Navajos, A Critical Bibliography.
ED 144 751//

The Ojibwas, A Critical Bibliography.
ED 144 749//

Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975.
ED 144 735//

Pygmalion in Native-Indian Education.
ED 144 744

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776

The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aance....
ED 144 915

Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report.
ED 144 758

American Indian Task Force for ERIC

CRESS

American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report.
ED 144 767

American Literature

Pages: The World of Books, Writers, and Writing. Volume 1.
ED 144 071//

Analogies

Response Generation Norms for Verbal Analogies.
ED 144 046

Analysis of Public Issues Approach

A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues.
ED 144 917

Analysis of Variance

[Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared].
ED 144 949

Analytical Criticism

Why is Poetry Difficult?
ED 144 055

Anaphora

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.
ED 144 039

Ancillary Services

The Neglected Majority: Facilities for Commuting Students. A Report.
ED 144 214

Anemia

Developmental Scores of Iron Deficient Infants and the Effects of Therapy.
ED 144 719

Annotated Bibliographies

About Administration and Governance.
ED 144 631

Advisory Committees. The Best of ERIC, Number 30.
ED 144 204

Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement.
ED 144 862

An Annotated Bibliography on Movement Education.
ED 144 936

Appraisal, Children's Science Books, Vol. 10, No. 3.
ED 144 830//

Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977.
ED 144 299

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
ED 144 344

Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts.
ED 144 341

A Descriptive Guide to CDA Training Materials.
ED 144 697

Focus on Literature for Children and Young Adults.
ED 144 095

Guides to Educational Media Software. Educational Media Information Series, Volume One.
ED 144 531

Health Manpower Literature. Volume 1, Number 1.
ED 143 825

Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.
ED 144 778

Organizational Communication Abstracts--1975.
ED 144 160

Planning for Vocational Education: A Selected Bibliography.
ED 143 840

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.
ED 144 104

Research Relating to Children. Bulletin 38: September 1976-February 1977.
ED 144 718

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.
ED 144 772

A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101.
ED 144 775//

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975.
ED 144 910

Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.
ED 144 916

State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.
ED 144 632

Technical Books & Monographs, 1977 Catalog.
ED 144 795

Annual Reports

Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976.
ED 144 584

Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th).
ED 144 586

Annual Report of the University Libraries. June 1, 1975-May 31, 1976.
ED 144 556

Computerized Information Service--SDI. Annual Report 1974-75.
ED 144 614

High/Scope Educational Research Foundation. Report 1975-76.
ED 144 530

The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976.
ED 144 583

National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.
ED 144 796

National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976.
ED 145 062

NORWELD. First Annual Report.
ED 144 542

NORWELD. Third Annual Report. Final Report.
ED 144 543

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.
ED 144 987

Wisconsin Occupational Information System. Annual Progress Report.
ED 144 580

Anthropology

Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.
ED 144 423

Anxiety

Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness.
ED 143 904

A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction.
ED 144 226

The Politics of Test Anxiety.
ED 144 959

Suicidal Fantasies and Positive/Negative Effects.
ED 143 938

Aptitude Tests

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.

ED 144 994

Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.

ED 144 996

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

ED 145 000

Arabic

Spoken Chad Arabic.

ED 144 356

Arabs

News Values and Socio-Economic Priorities.

ED 144 131

Architectural Barriers

A Guidance Manual for the Physically Disabled Two Year College Applicant.

ED 144 648

Archives

Guidelines on Manuscripts and Archives.

ED 144 622

Working in the Film Archives.

ED 144 142

Arena Scheduling

A Flexible Scheduling Approach.

ED 144 179

Arithmetic

Business and Consumer Arithmetic Curriculum Guide.

ED 143 809

Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).

ED 144 791

Very Short Course in Mathematics for Parents.

ED 144 793

Arizona

The Community College Human Development Curriculum: Its Purpose and Scope.

ED 144 642

Declining Enrollment Conference Report.

ED 144 229

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.

ED 144 510

Arizona (Tempe)

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 069

Arkansas

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.

ED 143 859

Arkansas (Little Rock)

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 049

Armed Forces

A Counseling Approach to Armed Forces Recruiting.

ED 143 953

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

ED 145 000

Educational Opportunities in the United States Army.

ED 143 916

Post Separation Adjustment and Women's Liberation.

ED 143 908

Armed Services Vocational Aptitude Battery

Armed Services Vocational Aptitude Battery (ASVAB) Form 5: Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.

ED 144 994
Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.

ED 144 996

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

ED 145 000

Army

Educational Opportunities in the United States Army.

ED 143 916

Arousal Patterns

Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness.

ED 143 904

Art

Rhetoric of Art and Technology in Latin America.

ED 144 132

Art Activities

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program.

ED 144 029

Art Appreciation

The Historic Context for Visual Literacy: Walter Smith and Others.

ED 144 027

Art Education

Audio-Tutorial in Art History.

ED 144 566

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.

ED 144 031

Final Report of Curriculum and Development in Arts Education.

ED 144 852

The Historic Context for Visual Literacy: Walter Smith and Others.

ED 144 027

Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building.

ED 144 030

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program.

ED 144 029

Art History

Audio-Tutorial in Art History.

ED 144 566

Articulation (Program)

The Affective Goals of Continuing Education.

ED 144 101

Articulation in the Social Sciences: Who Needs It?

ED 144 670

A Counseling Approach to Armed Forces Recruiting.

ED 143 953

Artificial Intelligence

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.

ED 144 020

Research at Yale in Natural Language Processing. Research Report #84.

ED 144 560

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.

ED 144 041

Artificial Speech

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977.

ED 144 138

Artists

The Artists' Expertise for Communication Planning.

ED 144 133

Asia

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976).

ED 144 734

Asian Americans

Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.

ED 145 007

A Summary of Selected Research on Cognitive and Perceptual Variables.

ED 145 003

Asian Studies

Something about China.

ED 144 848

Aspen Program on Communications and Society

Issues and Images: Confessions of a Conference Organizer.

ED 144 126

Refocusing Government-Communications Policy.

ED 144 137

Aspira Incorporated v New York City Board of Educ

Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.

ED 145 030

Assertiveness

Family Interaction in Early Adolescence.

ED 143 925

Associate Degrees

College and University Degrees Conferred, 1975-76.

ED 144 469

A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates.

ED 144 626

Association Tests

Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7.

ED 144 360

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.

ED 143 793

Athabascans

The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tellin as I Knew It [And] Before the Hunt [And] Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.

ED 144 914

Athletes

Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976).

ED 144 937

Athletic Coaches

Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976).

ED 144 937

Athletics

Sport in the Composition Class.

ED 144 094

Attitudes

An Adjective Rating Scale for Film Previews.

ED 144 157

Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education: A Second Look.

ED 145 024//

Effect of Farm Background on Attitudes of Agricultural Students at Clemson University.

ED 144 742

- The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers. ED 143 862
- Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913
- Attitude Tests**
Affective Variables Indicating Success for Compensatory Education Projects. ED 145 004
- Attribution Theory**
Attributional Self-Selection and the Implications for the Individualization of Education. ED 143 902
Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962
The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance. ED 143 977
- Audience Response**
An Adjective Rating Scale for Film Previews. ED 144 157
The Uses of the 1976 Presidential Debates in Electoral Decision Making. ED 144 162
- Audiences**
Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971
- Audiovisual Aids**
Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977. ED 144 299
Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
Potpourri of Foreign Language Aids, Vol. 3. ED 144 416
- Audiovisual Communication**
Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
- Audition (Physiology)**
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977. ED 144 138
- Auditory Perception**
Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22. ED 144 366
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977. ED 144 138
- Aurally Handicapped**
Development of Prevocational Training for Deaf/Blind. ED 143 821
Itinerant Teachers of the Hearing Impaired: What Do They Really Do? ED 144 273
- Austin Early Childhood Special Education Program**
Casis Teacher Checklist: 0-4 Years. ED 144 277
Casis Teacher Checklist: 4-7 Years. ED 144 278
Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279
Coordination of Community Services. ED 144 284
Good Ideas: An Activity Book for Early Childhood. ED 144 285
Helping Teacher Program. ED 144 276
Observation Training for Parents. ED 144 281
- The Parent Program. ED 144 280
- Therapy Services. ED 144 282
- Australia**
A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service. ED 144 515
TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia. ED 144 537
- Austria**
Austria: Organization of Education in 1975-77. ED 144 886
- Authoritarianism**
Authoritarianism and Attitudes Toward Working Wives. ED 143 951
- Authors**
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
Specification and Development of Computer Aids to ISD. ED 144 529
- Autism**
Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977. ED 144 299
- Autoinstructional Aids**
People of Hong Kong: Building Bridges of Understanding. ED 144 347
People of Philippines: Building Bridges of Understanding. ED 144 348
People of Samoa: Building Bridges of Understanding. ED 144 349
Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- Autoinstructional Methods**
Planning Instruction and Monitoring Classroom Processes with Computer Assistance. ED 144 523
Selection and Evaluation of Alternative Teaching Methods in Higher Education. ED 144 587
- Autoinstructional Programs**
Audio-Tutorial in Art History. ED 144 566
- Automatic Indexing**
A State-Of-The-Art Survey on Automatic Indexing. ED 144 624
- Bachelors Degrees**
College and University Degrees Conferred, 1975-76. ED 144 469
A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates. ED 144 626
- Bahrain**
Development of Education in Bahrain (1975-1976). ED 144 896
- Bakke v Regents of University of California**
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
- Baltimore City Schools MD**
A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement. ED 144 216//
- Bangladesh**
Development in Education in Bangladesh 1975-77: A Country Report. ED 144 884
- Basic Educational Opportunity Grants**
The Impact of the Basic Grant Program on the States. ED 144 431
- Basic Reading**
The Development of Reading Comprehension in First Grade Children. ED 144 017
- Basic Skills**
1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II). ED 144 839
All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills. ED 144 090
Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177
Education Commission of the States Update VI: Minimal Competency Testing. ED 144 961
Measuring Performance: Verifying Competencies through Observation and Judgment. ED 144 990
Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills. ED 144 087
Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978. ED 144 105
- Bay Area Filipino Culture Education Project**
The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report. ED 144 864
- Bayesian Statistics**
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Bayesian Tailored Testing**
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Beginning Reading**
Are First Grade Indian Children Ready to Read? ED 144 016
Behavioral Definers of Reading Achievement. ED 144 036
A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management. ED 144 045
Recipe for Reading. Second Edition, Revised and Expanded. ED 144 028//
Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries. ED 144 004//
Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers. ED 144 024
- Behavior**
The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918
Role Perception and Use of Persuasion Strategies by Children. ED 143 979
- Behavioral Counseling**
Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice. ED 143 891
- Behavioral Objectives**
Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise. ED 144 993

200 Subject Index

Business and Consumer Arithmetic Curriculum Guide. ED 143 809

Career Education Concepts and Skills: Scope and Sequence. ED 143 794

General Business for Economic Awareness. Curriculum Guide. ED 143 816

Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade. ED 143 803

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System. ED 143 874

Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3. ED 143 818

Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6. ED 143 819

Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12. ED 143 820

A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised. ED 143 782

Precision Teaching in the Elementary Classroom. ED 144 005

Supplemental Learning Activity Package. Secondary. Language Arts--Writing. Volume III. ED 143 780

A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783

Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875

Behavioral Science Research

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management. ED 144 045

Behavior Change

Alcohol Education: A Teacher's Curriculum Guide for Grades K-6. ED 143 959

Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//

Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952

A Developmental Group Counseling Program for Elementary Schools. ED 143 968

The Disruptive Student and the Teacher. NEA Professional Studies Series. ED 144 931

Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//

Paraprofessionals--Changes in Minority Group Women After Four Years of College. ED 143 914

Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900

Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//

Behavior Patterns

An Aesthetic Theory of School Vandalism. Discussion Papers 419. ED 145 036

The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924

Attributional Self-Selection and the Implications for the Individualization of Education. ED 144 591

Blacks' Attitudes and Behaviors Toward Television. ED 145 041

Blacks' Relationship with the Print Media. Discussion Papers 427-77. ED 145 042

Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962

Drinking Among Rural Youth with Implications for Rural Institutional Development. ED 144 729

Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service. ED 143 980//

Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology. ED 144 700

Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment. ED 144 706

A Study of Egocentrism and Socialization. ED 143 941

Behavior Problems

Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922

Data-Based Program Modification: A Manual. ED 144 270

The Disruptive Student and the Teacher. NEA Professional Studies Series. ED 144 931

The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction. ED 144 266

The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945

Behavior Rating Scales

Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//

Casis Teacher Checklist: 0-4 Years. ED 144 277

Casis Teacher Checklist: 4-7 Years. ED 144 278

Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279

Belgium

An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371

Beliefs

Euthanasia Acceptance: An Attitudinal Inquiry. ED 143 919

Bem Sex Role Inventory

Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932

Bias

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect. ED 143 940

Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913

Sex and Status: Influence on the Evaluation of Professionals. ED 143 930

Bibliographic Citations

Catalogue of Material Relating to Correspondence Education with Stress on Attrition. ED 144 548

Technical Books & Monographs, 1977 Catalog. ED 144 795

Bibliographic Control

An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591

Bibliographic Coupling

Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976. ED 144 590

Bibliographies

Articulation in the Social Sciences: Who Needs It? ED 144 670

Basic Library List for Four-Year Colleges. Second Edition. ED 144 816

A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856

A Bibliography of Resources for Beginning Teachers of Technical Writing. ED 144 066

Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788. ED 145 039

Career Development Curriculum for English Teachers. ED 144 069

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2. ED 144 946

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement. ED 144 620

The Indians of California, A Critical Bibliography. ED 144 750//

The Indians of the Subarctic, A Critical Bibliography. ED 144 748//

Native American Historical Demography, A Critical Bibliography. ED 144 752//

The Navajos, A Critical Bibliography. ED 144 751//

The Ojibwas, A Critical Bibliography. ED 144 749//

Sex Discrimination in Education: A Literature Review and Bibliography. ED 144 976

The Teacher's Library. ED 144 935

T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education. ED 144 175

A Working Bibliography on Published Materials on Black Studies Programs in the United States. Exchange Bibliography #1213. ED 145 002

Bilingual Education

Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. ED 144 709

Bilingual Education: An International Sociological Perspective. ED 144 354//

Bilingual Education: Current Perspectives. Volume 3: Law. ED 144 378

Chinese Children's Songs. ED 144 387

A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English). ED 144 373

Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts. ED 144 341

The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report. ED 144 864

An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371

Language and Bilingual Education. ED 144 382

Language Assessment Identifying LESA's. ED 144 415

Language Needs of Minority Group Children.
Learners of English As a Second Language.

ED 144 370//

Linguistic Aspects of Emigrant Children.

ED 144 340

Multicultural/Bilingual Division Fiscal Year
1977-Fiscal Year 1978 Program Plan.

ED 144 865

A Multicultural Social Studies Series. Book 1.
Europe.

ED 144 389

Placement Tests for Golden Mountain Reading
Series.

ED 144 388

A Proposed Approach to Implement Bilingual
Education Programs. Research and Synthesis of
Philosophical, Theoretical and Practical Impli-
cations.

ED 144 343

Report of the NEA Task Force on Bilin-
gual/Multicultural Education.

ED 144 379

A School and Home-Based Bilingual Education
Model (Nursery School-Grade 3). End-of-Year
Evaluation Report, 1976-77 (Second-Year
Evaluation Study).

ED 144 705

A Sociolinguistic Approach to Bilingual Educa-
tion: Experiments in the American Southwest.

ED 144 345//

Sourcebook of Equal Educational Opportunity.
Second Edition.

ED 145 064//

A Study of a Compilation and Analysis of Writ-
ing Vocabulary in Spanish of Mexican Ameri-
can Children.

ED 144 419

Bilingualism

Bilingual Education: An International Sociolog-
ical Perspective.

ED 144 354//

Bilingualism in Alsace: An Associationist Ap-
proach to "Competence," York Papers in Lin-
guistics, No. 7.

ED 144 360

Demonstration of Assessment of Language
Dominance of Spanish-Speaking Bilingual Chil-
dren. Occasional Papers on Linguistics, No. 1.

ED 144 417

The Description of an Instrument to Assess the
Receptive Language of Monolingual or Bilin-
gual (Spanish/English) Children 12 to 36
Months of Age. Occasional Papers on Lin-
guistics, No. 1.

ED 144 411

Emerging Instrumentation for Assessing Lan-
guage Dominance. Occasional Papers on Lin-
guistics, No. 1.

ED 144 410

Language and Bilingual Education.

ED 144 382

Lexical Dominance: A Case Study of English
and Greek. Occasional Papers on Linguistics,
No. 1.

ED 144 412

Linguistic Aspects of Emigrant Children.

ED 144 340

Migrant Adaptation - A Cross-Cultural
Problem. A Review of Research on Migration,
Minority Groups and Cultural Differences, with
Special Regard to Children. Educational and
Psychological Interactions, No. 59.

ED 144 368

Some Effects of Bilingualism on Perception.
Ohio State University Working Papers on Lin-
guistics, No. 22.

ED 144 366

Bilingual Schools

Bilingual Education: An International Sociolog-
ical Perspective.

ED 144 354//

Bilingual Students

Bilingual Education: An International Sociolog-
ical Perspective.

ED 144 354//

Mixed Dominant Grouping and Bilingual
Materials in Mathematics and Science Classes
in Two Puerto Rican Junior High Schools.

ED 145 023//

Neurological Research on Language and the
Implications for Teaching Bilingual Children to
Read. Occasional Papers on Linguistics, No. 1.

ED 144 396

Reading in a Second Language. Occasional
Papers on Linguistics, No. 1.

ED 144 397

Biofeedback Training

The Use of Biofeedback and Relaxation Train-
ing by School Psychologists.

ED 143 945

Biographical Inventories

Cooperative Biographical Norms for the Fall
1976 FAMU and National Freshmen.

ED 144 458

Biological Influences

Research on Disorders of the Mind. Progress &
Prospects.

ED 144 327

Birth Rate

Assessing the Availability of Fertility Regula-
tion Methods: Report on a Methodological Study.
Scientific Reports, No. 1, February 1977.

ED 144 851

The Effect of Neighborhood Racial Composi-
tion on the Relationship Between Minority
Group Status and Current Fertility.

ED 144 725

Implications for Education of Recent Trends in
Live Births and International and Interprovin-
cial Migration of Children.

ED 144 231//

Black Administrators

Black Administrators in Public Community
Colleges: Self-Perceived Role and Status.

ED 144 673//

Black Attitudes

Blacks' Attitudes and Behaviors Toward Televi-
sion.

ED 145 041

Blacks' Relationship with the Print Media.
Discussion Papers 427-77.

ED 145 042

School Desegregation, Mobility Attitudes, and
Early Attainment of Rural, Black Youth.

ED 145 033//

Black Colleges

Cooperative Biographical Norms for the Fall
1976 FAMU and National Freshmen.

ED 144 458

Black Community

An Analysis of Problems and Perspective of the
Black Aged: Preparation for the Year 2000.

ED 143 903

Black Dialects

Interference of a Native Dialect in Second Dia-
lect Acquisition. Occasional Papers on Lin-
guistics, No. 1.

ED 144 404

Black Education

Toward the Maintenance of Quality Graduate
Education in Historically Black Colleges and
Universities.

ED 144 457

Black Employment

A Comparison of the Processes of Earning
Achievement of Black and White Married
Females.

ED 143 890

Black Institutions

Toward the Maintenance of Quality Graduate
Education in Historically Black Colleges and
Universities.

ED 144 457

Black Literature

A Working Bibliography on Published Materi-
als on Black Studies Programs in the United
States. Exchange Bibliography #1213.

ED 145 002

Black Role

Black Administrators in Public Community
Colleges: Self-Perceived Role and Status.

ED 144 673//

Blacks

An Analysis of Problems and Perspective of the
Black Aged: Preparation for the Year 2000.

ED 143 903

Black Administrators in Public Community
Colleges: Self-Perceived Role and Status.

ED 144 673//

Blacks' Attitudes and Behaviors Toward Televi-
sion.

ED 145 041

Blacks in the Cities: 1900-1974: A Bibliog-
raphy (Second Edition). Exchange Bibliog-
raphy #787-788.

ED 145 039

Blacks' Relationship with the Print Media.
Discussion Papers 427-77.

ED 145 042

Intellectual Freedom and Racism.

ED 145 022

Internal and External Family Support Patterns
that Promote Stability in Black Families.

ED 145 019

A New Look at Black Families.

ED 145 020//

Poverty, Race, and Infant Mortality in the
United States. Discussion Papers 404-77.

ED 145 032

Racial Equity in Selection in Air Force Officer
Training School and Undergraduate Flying
Training.

ED 145 029

Racism in the English Language.

ED 144 080

Successful Black Farmers: Factors in Their
Achievement.

ED 145 038

A Working Bibliography on Published Materi-
als on Black Studies Programs in the United
States. Exchange Bibliography #1213.

ED 145 002

Black Students

The Black Community and Professional Educa-
tion: A Pilot Program in Institutional Financ-
ing.

ED 145 040

Project Student Concerns. Interim Report.

ED 145 066

School Desegregation, Mobility Attitudes, and
Early Attainment of Rural, Black Youth.

ED 145 033//

Black Studies

A Survey of Black and Other Ethnic Studies
Programs in Illinois Secondary Schools.

ED 145 015

A Working Bibliography on Published Materi-
als on Black Studies Programs in the United
States. Exchange Bibliography #1213.

ED 145 002

Board Administrator Relationship

School District Governance: How Democratic?
Research Action Brief Number 3.

ED 144 169

Boarding Schools

The Vincent/Curtis Educational Register
1977/1978. Thirty-seventh Annual Edition.

ED 144 196//

Board of Education Policy

Almost As Fairly: The First Year of Title IX
Implementation in Six Southern States. A Re-
port.

ED 144 228

Alternative Disciplinary Programs and Prac-
tices in Pennsylvania Schools. An Addendum
to the Guidelines for School Discipline.

ED 144 246

Energy Conservation.

ED 144 240//

Statewide Community College Services.

ED 144 669

Boards of Education

Aspira of New York, Inc., et al., Plaintiffs,
against Board of Education of the City of New
York, et al., Defendants.

ED 145 030

Composition of College and University Govern-
ing Boards. Higher Education Panel Reports,
Number 35.

ED 144 514

Declining Enrollment Conference Report.

ED 144 229

Planning for Better Education in Wisconsin . . .
A Guide for Agency School Committees. 1976-
77 Data Supplement. Bulletin No. 7446.

ED 144 224

What Every Taxpayer Should Know About
Collective Bargaining.

ED 144 260//

Body Language

Effects of Eye Contact, Posture and Vocal In-
flexion upon Credibility and Comprehension.

ED 144 121

202 Subject Index

- Body Weight**
Little Babies: Born Too Soon--Born Too Small. ED 144 325
- Books**
Books: From Writer to Reader. ED 144 010//
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
- Book Thefts**
The Economical Feasibility of Installing a Book Detection System at Cottonwood High School. ED 144 603
- Botany**
Parts of Plants. Hawaii Nature Study Project. ED 144 846
- Bradford Exempted Village Schools OH**
Bradford School Study. ED 144 189
- Brainwashing**
Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers. ED 143 961
- Branching**
Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977. ED 144 991
- Brazil**
Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- British Columbia (Victoria)**
Boys in Primary School. ED 144 714
- Broadcast Industry**
The Communications Revolution: A History of Mass Media in the United States. ED 144 082//
Directory of the Florida Motion Picture and Television Industry. ED 144 553
Freedom of Speech Newsletter, Volume 3, Number 3, June 1977. ED 144 136
The President's Message on Public Broadcasting. ED 144 152
Recent and Proposed Changes in Broadcasting Structures. ED 144 130
Status Report of Public Broadcasting 1977. ED 144 149
[Theme Issue: Communications Satellites.] ED 144 147
Women in Media: A Documentary Source Book. ED 144 141//
- Broadcast Reception Equipment**
Major Issues of the World Administrative Radio Conference 1979. ED 144 127
- Budgeting**
Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977. ED 144 499
Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977. ED 144 500
Funding Small Elementary Schools Under the Florida Education Finance Program Law. ED 144 164
The RRPM Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104. ED 144 520
- Budgets**
University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget. ED 144 425
- Building Design**
Energy Conservation in Buildings--A Human Factors/Systems Viewpoint. NBS Building Science Series 88. ED 144 249
- Building Operation**
Space Costing: Who Should Pay for the Use of College Space? A Report. ED 144 213
- Bureau of Indian Affairs**
Developing Indian Employment Opportunities. ED 144 756
- Business**
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 143 848
- Business Education**
Acceptance Testing--Course Readiness Measurement. ED 144 975
General Business for Economic Awareness. Curriculum Guide. ED 143 816
- Calculators**
Issues Arising on the Use of Hand-Held Calculators in Schools. ED 144 814
- California**
California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education. ED 144 628
Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights. ED 144 326
The Indians of California, A Critical Bibliography. ED 144 750//
Operational Incentives and the Growth of Competition in the Education Sector. ED 144 659
Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322
The Rodda Act--One Year Later. ED 144 262
The Secondary Resource Specialist in California: Promising Practices. ED 144 320
Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- California (Berkeley)**
School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 051
- California (Oakland)**
Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study. ED 145 007
- California (Redwood City)**
A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. ED 144 345//
- California (Santa Barbara)**
School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 047
- California State University and Colleges**
Evaluating Innovation. An Occasional Report on Innovation. ED 144 502
Faculty Development in Perspective: A Systems Concept. ED 144 444
The Pathways and Pitfalls to Instructional Improvement. ED 144 445
From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges. ED 144 446
- Canada**
Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely. ED 144 679//
- Child Abuse--A National Perspective.** ED 144 295
- Community Schools in Canada.** ED 144 252
- Developing Staff Potential. New Directions for Community Colleges, Number 19.** ED 144 627
- Energy Conservation.** ED 144 240//
- Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children.** ED 144 231//
- Problems of Social Science Research at Smaller Canadian Universities.** ED 144 441
- Canada Natives**
In Search of a Future. 3rd Edition, November 1976. ED 144 771//
Wahbung - Our Tomorrows. ED 144 773//
- Canadian House of Commons**
Communications--Getting the Act Together. ED 144 562
- Capital Outlay (for Fixed Assets)**
Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni. ED 144 197
- Career Associate in Special Education Program**
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
- Career Awareness**
Administrator's Guide to Career Education in the Elementary School. ED 143 827
Career Education Instructional System. Final Report. ED 143 785
Career Exploration Program: A Cluster Approach. Publication No. 0057. ED 143 799
Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791
The Counseling Psychologist. ED 143 967
Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3. ED 143 818
Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6. ED 143 819
A Tri-Curriculum Approach to Learning: Health Education--Social Studies--Career Education. Levels One to Four/Grades One to Six. ED 144 866
- Career Change**
Career Transitions: The Demand for Counseling. Volume 2. ED 143 992
- Career Choice**
Career Transitions: The Demand for Counseling. Volume 1. ED 143 993
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University. ED 144 742
A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C. ED 144 472
Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899
Work Values of University Students: An Analysis by Ethnic Groups and Sex. ED 144 849
- Career Development Units**
Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873

Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119J. Career Planning Support System. ED 143 876

Career Education

Administrator's Guide to Career Education in the Elementary School. ED 143 827

Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education. ED 143 849

Career Development Curriculum for English Teachers. ED 144 069

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report. ED 143 851

Career Education Concepts and Skills: Scope and Sequence. ED 143 794

Career Education in Higher Education. An Infusion Model. ED 143 814

Career Education Instructional System. Final Report. ED 143 785

Career Education in the Community College: An Evolving Concept. ED 144 641

Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795

Career Education through the Church. ED 143 797

Career Exploration Program: A Cluster Approach. Publication No. 0057. ED 143 799

Career Resource Centers. ED 143 883

Colloquium Series on Career Education for Handicapped Adolescents. 1977. ED 143 790

Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791

Community Resource Guide for Career Education. ED 143 830

A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report. ED 143 802

The Design of Career Education Evaluations in 1975-76. ED 143 852

Dialogue. Career Education Mini-Conferences for Associations. Final Report. ED 143 833

Florida Assessment of Needs in Career Education. ED 143 792

How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition. ED 143 777

Lifelong Learning in the Public Interest. ED 143 811

Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3. ED 143 818

Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6. ED 143 819

Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12. ED 143 820

A Model to Implement Career Education. ED 143 817

A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised. ED 143 782

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report. ED 143 775

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. ED 143 829

Recommendations for the Implementation and Management of Career Education Projects. ED 143 832

Research and Development Project in Career Education. Grades 7-9. Final Report. ED 143 772

Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060

Supplemental Learning Activity Package. Secondary. Language Arts-Writing. Volume III. ED 143 780

A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results. ED 143 831

The Work Ethic in Career Education Materials. ED 143 778

Career Exploration

Alternatives to Contemporary Exploratory Programs. Final Report. ED 143 880

Career Education in the Community College: An Evolving Concept. ED 144 641

Career Exploration Program: A Cluster Approach. Publication No. 0057. ED 143 799

Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791

Curriculum Development in Occupational Exploration. ED 143 855

Exploring the Applied Arts. Publication No. 0041. ED 143 798

Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12. ED 143 820

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University. ED 144 850

Career Opportunities

Career Transitions: The Demand for Counseling. Volume 1. ED 143 993

Job Opportunities for People Who Know Foreign Languages. ED 144 375

Paraprofessionals--Changes in Minority Group Women After Four Years of College. ED 143 914

Career Planning

Career Education in the Community College: An Evolving Concept. ED 144 641

Career Transitions: The Demand for Counseling. Volume 2. ED 143 992

Career Transitions: The Demand for Counseling. Volume 1. ED 143 993

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866

Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego. ED 143 969

Educational Opportunities in the United States Army. ED 143 916

Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//

Career Planning Support System

Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System. ED 143 867

Careers

Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440

Carrels

Territoriality in Carrel Design. ED 144 568

Carter (Jimmy)

The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States. ED 144 874

Carter Administration

Aerospace. Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America. ED 144 783

Case Grammar

Case Grammar and the Elementary School Language Arts Curriculum? ED 144 075

Case Studies

Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636

Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania. ED 144 206

Child Abuse and Neglect Programs: Practice and Theory. ED 144 296

Developing Indian Employment Opportunities. ED 144 756

A New Look at Black Families. ED 145 020//

Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190

Public Management of Science Case Studies. ED 144 821

Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled. ED 144 316

Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810

The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34. ED 144 919

Cataloging

Statistical Measurement and Cataloging: Variables Determining Quantitative Output. ED 144 606

Subject Access Project. Second Quarterly Progress Report. ED 144 527

Catalogs

Analysis of Consumer Information Products Collected. ED 144 544

Consumer Information. Final Report. ED 144 545

Guides to Educational Media Software. Educational Media Information Series, Volume One. ED 144 531

Catholic Elementary Schools

A Study of the Catholic Elementary Schools in Greater Cincinnati. ED 144 187

Catholic High Schools

A Study of Thirteen Catholic High Schools in Greater Cincinnati. ED 144 186

Caucasian Race

Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77. ED 145 032

Caucasians

Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training. ED 145 029

204 Subject Index

Censorship

Freedom of Speech Newsletter, Volume 3, Number 3, June 1977. ED 144 136

Intellectual Freedom and Racism. ED 145 022

Issue on Censorship. ED 144 074

[Report from the Student Press Law Center.] ED 144 053

Census Figures

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446. ED 144 224

Center for Educational Research and Innovation

Early Childhood Care and Education: Objectives and Issues. ED 144 704

Center for the Study of Reading (Illinois)

Analyses of Differences between Written and Oral Language. Technical Report No. 29. ED 144 038

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31. ED 144 039

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54. ED 144 043

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages. ED 144 042

Skills, Plans, and Self-Regulation. Technical Report No. 48. ED 144 040

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51. ED 144 041

Cerebral Dominance

The Relationships Between Cerebral Dominance and Different Mental Abilities. ED 143 895

Certification

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions. ED 144 922

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates. ED 144 924

Selection and Certification in Education and Employment. ED 144 181

Chad Languages

Spoken Chad Arabic. ED 144 356

Change Agents

Colleges and Universities as Agents of Social Change. ED 144 503

Internal and External Family Support Patterns that Promote Stability in Black Families. ED 145 019

Rural Family Development: A Delivery System for Social Programs. ED 144 755

Change Strategies

Bradford School Study. ED 144 189

The Disruptive Student and the Teacher. NEA Professional Studies Series. ED 144 931

Disruptive Youth: Causes and Solutions. ED 144 199

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55. ED 144 172

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary. ED 144 960

Jefferson Township Schools Study. ED 144 188

Participation and Education in Tanzania. IDS Discussion Paper No. 86. ED 144 173

Philanthropy, Public Needs, and Nonpublic Schools. A Report. ED 144 235

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976). ED 144 734

Recent and Proposed Changes in Broadcasting Structures. ED 144 130

A Report of the Commission on Federal Paperwork. Education. ED 144 203

Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779

Whilst Time Is Burning. A Report on Education for Development. ED 143 787//

Changing Attitudes

Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look. ED 145 024//

Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974. ED 144 912

Changes in the Adolescent-Parent Relationship according to Sex Role. ED 144 907

Sex and Status: Influence on the Evaluation of Professionals. ED 143 930

Charette

Charrette '71: How a Community Planned Two New Inner-City Schools. ED 144 258

Charts

Precision Teaching in the Elementary Classroom. ED 144 005

Cheating

Making It In Graduate School. ED 144 492//

Check Lists

Casis Teacher Checklist: 0-4 Years. ED 144 277

Casis Teacher Checklist: 4-7 Years. ED 144 278

Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279

Creativity Checklist (CCh). ED 144 974

Inventory of Individually Perceived Group Cohesiveness (IIPGC). ED 144 972

Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2. ED 144 971

Chicanas

The Chicana Feminist. ED 144 768//

Chicanos

Chicano Students and Tooele Schools: A Descriptive Research Report. ED 144 733

A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//

Chief Administrators

Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look. ED 145 024//

Presidential Evaluation. ED 144 643

Child Abuse

Child Abuse--A National Perspective. ED 144 295

Child Abuse and Neglect Programs: Practice and Theory. ED 144 296

Child Abuse and Neglect Training Materials Catalogue. ED 144 288

Child Abuse: From Research to Remediation. ED 144 314

Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts. ED 144 757

Extended Family Center 1972-1975. Final Report. ED 144 339

Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report. ED 144 336

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect. ED 144 287

Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report. ED 144 758

Child Advocacy

Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976. ED 144 293

Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act. ED 144 294

Child Care

Early Childhood Care and Education: Objectives and Issues. ED 144 704

Child Care Workers

Ethical Issues in Working with Young Children. ED 144 681

Child Development

Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. ED 144 709

Current Issues in Child Development. ED 144 677//

Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719

Educational Considerations for the Learning Disabled Adolescent: Selected Papers. ED 144 330

Every Child Matters. ED 144 685

Every Child Matters. Leader's Guide. ED 144 686

Influences on Learning in Early Childhood: A Literature Review. ED 144 711

Manana: A Program Prepared for Corps and Community Centers. Leader's Guide. ED 144 691

A Program of Clinical Research Development: Developing Decision Making Skills in Children. ED 143 909

Research Relating to Children. Bulletin 38: September 1976-February 1977. ED 144 718

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51. ED 144 041

Child Development Associates

A Descriptive Guide to CDA Training Materials. ED 144 697

Child Find

Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children. ED 144 312

Childhood

High/Scope Educational Research Foundation. Report 1975-76. ED 144 530

Childhood Attitudes

Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development.

- ED 144 713
Fire and Children: Learning Survival Skills.
ED 144 720
Television Viewing of Selected Sixth, Seventh,
and Eighth Grade Students.
ED 144 120
- Childhood Interests**
Television Viewing of Selected Sixth, Seventh,
and Eighth Grade Students.
ED 144 120
- Childhood Needs**
National Advisory Council on Child Nutrition
1976 Annual Report.
ED 145 037
- Child Language**
De-Creolization and Re-Creolization: A
Preliminary Report on the Sociolinguistic Sur-
vey of Multilingual Communities Stage II: St.
Lucia. York Papers in Linguistics, No. 7.
ED 144 359
The Emergence of Decentration in Children's
Social Speech. Occasional Papers on Lin-
guistics, No. 1.
ED 144 408
The English-as-a-Second-Language Child's
Learning of Grammar and Syntax.
ED 144 346
The Influence of Sentence Type upon
Paraphrase Strategy in Children.
ED 144 420
Learning How to Tell It Like It Is: The
Development of the Reportative Function in
Children's Speech. Papers and Reports in Child
Language Development, No. 13.
ED 144 383
Sibling Intervention in First Language Acqui-
sition: A Case Study.
ED 144 384
Talking about the There and Then.
ED 144 390
- Children**
Adult Responses to Child Communications.
ED 143 950
Brainwashing and Psychotherapy: The Care of
Children in Residential Treatment Centers.
ED 143 961
Children's Expectancy of Criticism for Class-
room Achievement Efforts.
ED 143 944
Child Welfare in 25 States: An Overview.
ED 144 678
Cognitive Development and the Cognition of
Horizontal and Vertical Social Structures.
ED 143 963
Effects of Sex of Children and Experimenters
on Social Facilitation.
ED 143 971
The Effects on Adults of Being Imitated by
Children: A Review and Methodological
Critique.
ED 143 972
Experience and Transfer: Steps to Cognitive
Thinking in Young Children.
ED 144 675
Handbook of Common Poisonings in Children.
ED 144 708
Predictors of Attitudes toward Childlessness.
ED 144 908
Psychology Problem Classification for Children
and Youth.
ED 143 974
The Relationship Between Intellectual-Achieve-
ment Responsibility Attributions and Per-
formance.
ED 143 977
Research Relating to Children. Bulletin 38:
September 1976-February 1977.
ED 144 718
Role Perception and Use of Persuasion Strate-
gies by Children.
ED 143 979
Self-Monitoring as a Function of Task and
Locus of Control in Fifth Graders.
ED 143 900
Young Children's Ideas About, and the Prac-
tice of Their Own Rules in Imaginative Play.
ED 143 957
- Childrens Books**
Appraisal, Children's Science Books, Vol. 10,
No. 3.
ED 144 830//
The Five Chinese Brothers: Time to Retire;
Exit Goblins and Fairies: Enter a New Chil-
dren's Theater; What Children are Reading in
GDR Schools.
ED 145 018
A Look at the Modern Fantasy Currently
Available to Young Readers.
ED 144 109
Storytelling: Oral Interpretation in the Senior
High School.
ED 144 091
- Childrens Literature**
Children's Response to Literature.
ED 144 034
Focus on Literature for Children and Young
Adults.
ED 144 095
A Look at the Modern Fantasy Currently
Available to Young Readers.
ED 144 109
- Childrens Television**
Symposium: Perspectives on Formative Evalua-
tion of Children's Television Programs.
ED 144 978
Television Viewing of Selected Sixth, Seventh,
and Eighth Grade Students.
ED 144 120
- Child Welfare**
Child Welfare in 25 States: An Overview.
ED 144 678
- Chile**
La Educacion en Chile. Education in Chile.
Report to the Meeting of the International
Conference on Education (36th, Geneva, Swit-
zerland, August 30-September 8, 1977). Educa-
tional Process 1974-1976.
ED 144 220
- China**
Early Education in China and Its Implications
in the United States.
ED 145 006
Something about China.
ED 144 848
- Chinese**
A Multicultural Social Studies Series. Book 1.
Europe.
ED 144 389
Placement Tests for Golden Mountain Reading
Series.
ED 144 388
- Chinese Americans**
Chinese Children's Songs.
ED 144 387
The Five Chinese Brothers: Time to Retire;
Exit Goblins and Fairies: Enter a New Chil-
dren's Theater; What Children are Reading in
GDR Schools.
ED 145 018
Placement Tests for Golden Mountain Reading
Series.
ED 144 388
- Chinese Culture**
Chinese Children's Songs.
ED 144 387
People of Hong Kong: Building Bridges of Un-
derstanding.
ED 144 347
Something about China.
ED 144 848
- Chiropractics**
The Effects of Chiropractic Treatment on Stu-
dents With Learning and Behavioral Impair-
ments Due to Neurological Dysfunction.
ED 144 266
- Church Programs**
Career Education through the Church.
ED 143 797
The Community Colleges: Opportunities for the
Church to Create New Staffing Patterns for
Ministry in Higher Education. Perspectives on
the Church and the Community College, Paper
No. 12.
ED 144 668
Every Child Matters.
ED 144 685
Every Child Matters. Leader's Guide.
ED 144 686
Family Life Program for the Women's Home
Leagues of the Salvation Army. Leader's
Guide.
ED 144 688
- Manana: A Program Prepared for Corps and
Community Centers. Leader's Guide.
ED 144 691
- Church Related Colleges**
Handbook for Faculty and Staff. Kentucky
Wesleyan College.
ED 144 509
- Church Responsibility**
Career Education through the Church.
ED 143 797
- Church Role**
Career Education through the Church.
ED 143 797
The Community Colleges: Opportunities for the
Church to Create New Staffing Patterns for
Ministry in Higher Education. Perspectives on
the Church and the Community College, Paper
No. 12.
ED 144 668
- Church School Relationship**
The Community Colleges: Opportunities for the
Church to Create New Staffing Patterns for
Ministry in Higher Education. Perspectives on
the Church and the Community College, Paper
No. 12.
ED 144 668
- Cisneros v Corpus Christi**
School Desegregation in Corpus Christi, Texas.
ED 145 070
- Citation Indexes**
Evaluation of a Computer-Based Current
Awareness Service for Swedish Social
Scientists. Research Report No. 29.
ED 144 611
Mexican American Education, A Selected
Bibliography (with ERIC Abstracts). ER-
IC/CRESS Supplement No. 7.
ED 144 778
- Citizen Participation**
Advisory Committees. The Best of ERIC,
Number 30.
ED 144 204
The Alienated Majority: A Community Study.
ED 144 920
Charrette '71: How a Community Planned Two
New Inner-City Schools.
ED 144 258
Citizen Participation: A Review and Commem-
orary of Federal Policies and Practices.
ED 144 219
Citizen Participation: The Local Perspective.
ED 144 218
Periodicals in Politics: Results from a Swedish
Survey.
ED 144 058
Social Science Theory and Research on Par-
ticipation and Voluntary Associations: A
Bibliographic Essay.
ED 144 869
- City Problems**
Public Employee Unions: A Study of the Crisis
in Public Sector Labor Relations.
ED 144 215//
- Civil Liberties**
Evaluation of Educable Mentally Retarded Pro-
grams in California. A Report Prepared by the
California Advisory Committee to the U.S.
Commission on Civil Rights.
ED 144 326
Freedom of Speech Newsletter, Volume 3,
Number 3, June 1977.
ED 144 136
- Civil Rights**
Violations of Human and Civil Rights: Tests
and Use of Tests. Report of the Tenth National
Conference on Civil and Human Rights in Edu-
cation, February 18-20, 1972, Washington,
D.C.
ED 144 983
Window Dressing on the Set: Women and
Minorities in Television
ED 144 115
- Civil Rights Act 1964 Title IV**
A Guide to Information on Equal Educational
Opportunity.
ED 145 060

Clark Technical College OH

Clark Technical College Adjunct Faculty Handbook.

ED 144 647

ClassificationThe Development of Writing Abilities (11-18).
ED 144 049//

The Influence of Hindu Epistemology on Ranganathan's Colon Classification.

ED 144 601

Psychology Problem Classification for Children and Youth.

ED 143 974

Class Management

Classroom Practice in Reading.

ED 144 013

The Disruptive Student and the Teacher. NEA Professional Studies Series.

ED 144 931

Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner.

ED 143 896

Class Organization

Diagnostic and Educational Services.

ED 144 275

Classroom Environment

Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.

ED 144 255

Piaget and Educational Policy.

ED 144 710

Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns.

ED 143 932

Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.

ED 143 939

Classroom Materials

Suggested Activities for Environmental Education in the Elementary Schools.

ED 144 786

Suggested Activities for Environmental Education in the Secondary Schools.

ED 144 787

Classroom Observation Techniques

An Approach to the Definition and Measurement of Teacher Competency.

ED 144 952

Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule.

ED 144 279

Measuring Sex Role Development: A Comparison of Two Methods.

ED 144 985

Social Interaction and Creativity in Communication System. Coding Manual.

ED 144 973//

Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.

ED 144 970

Classroom Participation

Children's Expectancy of Criticism for Classroom Achievement Efforts.

ED 143 944

Classroom Techniques

Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner.

ED 143 896

Clergymen

The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12.

ED 144 668

Climatic Factors

Spreading Deserts--The Hand of Man. Worldwatch Paper 13.

ED 144 861

Clinical Diagnosis

[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of

Diagnostic Units for Handicapped Children. Test and Manual.]

ED 144 945

Clinical Experience

Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.

ED 144 934

Closed Circuit Television

Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report.

ED 144 335

Cloze Procedure

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.

ED 144 407

Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1.

ED 144 402

The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.

ED 144 957

Cluster Colleges

About Administration and Governance.

ED 144 631

Cochise College AZ

Developmental Program: A Better Opportunity. Cochise College.

ED 144 639

Cocurricular Activities

Student Evaluation of Co-Curricular Production Activity.

ED 144 159

Code Switching (Language)

Language in the Chicano Community: A Sociolinguistic Consideration.

ED 144 372

Coercive Treatment

Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers.

ED 143 961

Cognitive Ability

Cognitive Predictors of College Success in Disadvantaged Students.

ED 143 964

Developmental Scores of Iron Deficient Infants and the Effects of Therapy.

ED 144 719

Cognitive Development

1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1.

ED 144 800

The Child with Spina Bifida.

ED 144 315//

Cognitive Development and the Cognition of Horizontal and Vertical Social Structures.

ED 143 963

Cognitive Theory. Volume 2.

ED 144 022//

Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.

ED 144 980

Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School.

ED 143 990//

Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development.

ED 144 713

Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6.

ED 144 805

First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14.

ED 144 812

Influences on Learning in Early Childhood: A Literature Review.

ED 144 711

Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53.

ED 143 946

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

ED 144 717

Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9.

ED 144 808

Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.

ED 144 988

A Study of Egocentrism and Socialization.

ED 143 941

Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry.

ED 144 842

Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play.

ED 143 957

Cognitive Measurement

A Sample Assessment of Cognitive Development in the School-Age Child.

ED 143 897

Cognitive Processes

Cognition, Curriculum, and Comprehension.

ED 144 023

Cognitive Elaboration Learning Strategies.

ED 144 953

A Cognitive Problem-Solving Approach to Learning in Later Adulthood.

ED 143 965

Cognitive Theory. Volume 1.

ED 144 021//

Communication and Learning in Small Groups.

ED 144 139//

Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL).

ED 143 893

Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies.

ED 144 418

How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1.

ED 144 394

Linguistic Relativity Revisited.

ED 144 153

Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.

ED 145 007

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.

ED 144 020

The Psychology of Learning: Theory and Applications for Educators.

ED 143 889

Response Generation Norms for Verbal Analogies.

ED 144 046

The Self Concept: Mini, Maxi, Multi?

ED 143 934

Skills, Plans, and Self-Regulation. Technical Report No. 48.

ED 144 040

Temporal Analysis of English and Spanish Narratives.

ED 144 369

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.

ED 144 041

Cognitive Style

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.

ED 143 793

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

A Summary of Selected Research on Cognitive and Perceptual Variables.

- ED 145 003
- Cognitive Tests**
Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study. ED 145 007
A Summary of Selected Research on Cognitive and Perceptual Variables. ED 145 003
- Collective Bargaining**
Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636
The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32. ED 144 473
Faculty Appointments. ED 144 466
Part-Time Faculty in 2-Year Colleges. ED 144 650
Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations. ED 144 215//
The Rodda Act--One Year Later. ED 144 262
Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study. ED 144 233
Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island. ED 144 463
Union Rights. ED 144 465
What Every Taxpayer Should Know About Collective Bargaining. ED 144 260//
- College Administration**
Handbook for Faculty and Staff. Kentucky Wesleyan College. ED 144 509
The Need for Institutional Planning. ER-IC/Higher Education Research Currents. ED 144 511
- College Admission**
A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
- College Bound Students**
Look Before you Leap. A Guide on Continuing Your Education. ED 144 496//
- College Characteristics**
Fall Enrollment in Higher Education, 1975. Summary Report. ED 144 451
- College Choice**
Look Before you Leap. A Guide on Continuing Your Education. ED 144 496//
- College Curriculum**
Film: Interdisciplinary Approaches to Theory and Teaching, Part Two. ED 144 112
- College Discovery and Development Program**
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970. ED 145 008
- College Faculty**
Academic Freedom and Academic Tenure. ED 144 475
Affirmative Action in Employment in Higher Education. ED 144 518
All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills. ED 144 090
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976). ED 144 657
- Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report. ED 144 943
Expectations of Beginning Counselors. ED 143 994
Handbook for Faculty and Staff. Kentucky Wesleyan College. ED 144 509
Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440
The Writing Staff as Faculty Compost Pile. ED 144 067
- College Freshmen**
Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen. ED 144 458
Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
Planning the Remedial Composition Curriculum. ED 144 089
- College Graduates**
Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
- College Housing**
Housing for New Types of Students. A Report. ED 144 212
- College Language Programs**
Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977. ED 144 413
Literature in Translation: Meeting the Challenges. ED 144 391
- College Libraries**
Approval Plans and Academic Libraries: An Interpretive Survey. ED 144 577//
Bibliographic Instruction. ED 144 582
An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591
Handbook for Faculty and Staff. Kentucky Wesleyan College. ED 144 509
- College Mathematics**
Basic Library List for Four-Year Colleges. Second Edition. ED 144 816
- College Preparation**
The Black Community and Professional Education: A Pilot Program in Institutional Financing. ED 145 040
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970. ED 145 008
Look Before you Leap. A Guide on Continuing Your Education. ED 144 496//
- College Programs**
Teachers for Rural America - Are They Recognized and Prepared? ED 144 732
- College Role**
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976). ED 144 657
Colleges and Universities as Agents of Social Change. ED 144 503
Statewide Community College Services. ED 144 669
Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities. ED 144 457
University Relationships with Other R&D Performers. ED 144 468
- College School Cooperation**
Questions English Teachers Ask. ED 144 107//
- College Science**
Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series. ED 144 820
New Trends in Physics Teaching, Volume III (1976). ED 144 815
The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool. ED 144 588
- College Self Study Institute**
Colleges and Universities as Agents of Social Change. ED 144 503
- College Students**
Affective Variables Indicating Success for Compensatory Education Projects. ED 145 004
The Black Community and Professional Education: A Pilot Program in Institutional Financing. ED 145 040
Cognitive Predictors of College Success in Disadvantaged Students. ED 143 964
Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego. ED 143 969
Educational and Occupational Aspirations and Expectations of Black and White College Students. ED 144 909
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University. ED 144 742
The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement. ED 144 927
Housing for New Types of Students. A Report. ED 144 212
Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976. ED 144 986
National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. ED 144 989
Personality and Academic Achievement in Three Educational Levels. ED 143 907
The Politics of Test Anxiety. ED 144 959
A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service. ED 144 515
- College Teachers**
Facilitating Student Learning. J.W. Brister Library Monograph Series 5. ED 144 487
Faculty Utilization by the Community Colleges: A Report to the Washington State Legislature. Performance Audit No. 76-10. ED 144 656
- Colorado**
Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//
An Environmental Handbook of the Marble Area. ED 144 753
- Colorado (Colorado Springs)**
School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights. ED 145 056
- Colorado Outdoor Education Center**
Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//

208 Subject Index

Commercial Art

Exploring the Applied Arts. Publication No. 0041.

ED 143 798

Commercial Television

Prime Time School Television.

ED 144 565

Committee on the Undergraduate Program in Math

Basic Library List for Four-Year Colleges. Second Edition.

ED 144 816

Communication (Thought Transfer)

Communication Research and Instruction for an Uncertain Tomorrow.

ED 144 154

Language Levels in Writing and Speaking.

ED 144 151

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

ED 144 383

Organizational Communication Abstracts-1975.

ED 144 160

People of Hong Kong: Building Bridges of Understanding.

ED 144 347

People of Philippines: Building Bridges of Understanding.

ED 144 348

People of Samoa: Building Bridges of Understanding.

ED 144 349

Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses.

ED 144 124

Communication Problems

Communication Research and Instruction for an Uncertain Tomorrow.

ED 144 154

Communications Policies and Structures.

ED 144 128

The Content of Organizational Communication.

ED 144 123

Gobbledygook Has Gotta Go.

ED 144 073

Communication Research

After the Lights Come Up: Students Talk about Films.

ED 144 119

Communication and Learning in Small Groups.

ED 144 139//

Communication Research and Instruction for an Uncertain Tomorrow.

ED 144 154

Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.

ED 144 125

A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election.

ED 144 150

The Uses of the 1976 Presidential Debates in Electoral Decision Making.

ED 144 162

Communications

The Artists' Expertise for Communication Planning.

ED 144 133

Communication and Rural Development.

ED 144 158//

Communication Delivery Services in Developing Nations.

ED 144 129

Communications Policies and Structures.

ED 144 128

International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C.

ED 144 135

Police Communications: Humans and Hardware.

ED 144 118//

Refocusing Government-Communications Policy.

ED 144 118//

ED 144 137

ED 144 597

Communication Satellites

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration.

ED 144 570

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume II: Supporting Materials.

ED 144 571

Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement.

ED 144 572

[Theme Issue: Communications Satellites.]

ED 144 147

Communication Skills

Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).

ED 144 689

The Content of Organizational Communication.

ED 144 123

Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension.

ED 144 121

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

ED 144 967

The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.

ED 144 400

Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training.

ED 144 143

Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills.

ED 144 087

Police Communications: Humans and Hardware.

ED 144 118//

Communicative Competence (Languages)

Effective Techniques for English Conversation Groups.

ED 144 355//

A Flexible, Multi-Skill Approach to Communication in Elementary Romanian.

ED 144 365

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

ED 144 383

Communism

Report of the Republic of Cuba to the 36th International Conference on Public Education.

ED 144 879

Community Agencies (Public)

Citizen Participation: A Review and Commentary of Federal Policies and Practices.

ED 144 219

Citizen Participation: The Local Perspective.

ED 144 218

Community Attitudes

The Alienated Majority: A Community Study.

ED 144 920

Perceptions of a Tri-Racial Community: Adults vs. Adolescents.

ED 144 740

Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.

ED 144 727

Studying Your Community: Data Book. Sociology Report 128A.

ED 144 730

Community Characteristics

Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library.

Community College Occupational Programs

Eval Syst
Project Evaluation Report.

ED 144 644

Community Colleges

An Evaluation of Computer-Managed Educational Technology at New York City Community College.

ED 144 524

Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.

ED 144 301

Community Cooperation

Desegregation Without Turmoil; The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

Community Development

Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.

ED 144 757

Current Work on Telecommunications Policies and Structures.

ED 144 134

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976).

ED 144 734

Community Education

Community Schools in Canada.

ED 144 252

Desegregation Without Turmoil; The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

Community Health

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6.

ED 144 450

Community Involvement

Advisory Committees. The Best of ERIC, Number 30.

ED 144 204

Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.

ED 145 030

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report.

ED 143 851

Community Schools in Canada.

ED 144 252

Declining Enrollment Conference Report.

ED 144 229

Desegregation Without Turmoil; The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

Developments in Aging: 1976. Part I. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.

ED 143 894

A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools.

ED 144 232

Language in the Chicano Community: A Sociolinguistic Consideration.

ED 144 372

Linking Schools and the Community. Education U.S.A. Special Report.

ED 144 202

A Multisite Evaluation of Reading Is Fundamental: Summary Report.

ED 144 014

Oakie Lucy: On Community Involvement. Instructional Module IV.

ED 144 696

- Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973
- Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay. ED 144 869
- Community Organizations**
- The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice. ED 145 065
- Community Programs**
- Coordination of Community Services. ED 144 284
- Community Resources**
- Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System. ED 143 870
- Coordination of Community Services. ED 144 284
- Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
- Community Role**
- Citizen Participation: A Review and Commentary of Federal Policies and Practices. ED 144 219
- Citizen Participation: The Local Perspective. ED 144 218
- Community Schools**
- Community Schools in Canada. ED 144 252
- Community Service Programs**
- Selected Proceedings of the National Conference on Community Services in the Community College (San Diego, California, March 3-5, 1976). ED 144 640
- Community Services**
- Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership. ED 144 521
- Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel. ED 144 301
- Integrated Living for Severely Disabled People: A Radical Approach. ED 143 943
- Planning for the Aging: A Manual of Practical Methods. ED 143 956
- Studying Your Community: Data Book. Sociology Report 128A. ED 144 730
- Community Size**
- Studying Your Community: Data Book. Sociology Report 128A. ED 144 730
- Community Study**
- The Alienated Majority: A Community Study. ED 144 920
- Community Surveys**
- A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement. ED 144 216//
- Commuting Students**
- The Neglected Majority: Facilities for Commuting Students. A Report. ED 144 214
- Comparative Analysis**
- Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976. ED 144 994
- Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs-1972 to 1974. ED 144 912
- The Comparability of WISC and WISC-R. Occasional Paper No. 10. ED 144 992//
- Consideration of Alternative Educational Systems. ED 143 845
- Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States. ED 144 762
- The Influence of Hindu Epistemology on Ranganathan's Colon Classification. ED 144 601
- Legal Questions of the Application of Microfilms. ED 144 625
- Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77. ED 145 032
- Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training. ED 145 029
- A Search for New Insights in Librarianship: A Day of Comparative Studies. ED 144 579
- A Study of Engineering Students. ED 144 456
- Survey of Users at the University of Oregon Map Library. ED 144 593
- Comparative Education**
- Austria: Organization of Education in 1975-77. ED 144 886
- The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper. ED 144 484
- A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76. ED 144 883
- Development in Education in Bangladesh 1975-77: A Country Report. ED 144 884
- Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education. ED 144 902
- Development of Education in Bahrain (1975-1976). ED 144 896
- Development of Education in Iraq during 1974/75 and 1975/76. ED 144 894
- Development of Education in Japan, 1974-1976. ED 144 888
- Development of Education in Qatar (1975/76 and 1976/77). ED 144 887
- Educational Activities in Turkey (1974/1975-1975/1976). ED 144 897
- Educational Development in Finland, 1974-1976. ED 144 889
- Educational Development in Thailand (1974-1976). ED 144 891
- Educational Developments during the Years 1974 to 1976. Imperial Government of Iran. ED 144 900
- The Educational Movement in France 1974/1976. ED 144 890
- Education in India 1974-1976. Publication No. 1108. ED 144 885
- Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974). ED 144 242
- Federal Republic of Nigeria: Report on Major Trends in Education. ED 144 898
- International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand. ED 144 892
- Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper. ED 144 478
- Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems. ED 144 881
- Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany. ED 144 895
- Major Trends in Education in Malawi, 1974-1976. ED 144 875
- Major Trends in Norwegian Education 1974-76: National Report. ED 144 882
- National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I-The Organisation and Structure of Education in Malta [And] Part II-Educational Development in Malta 1974-76. ED 144 880
- National Report on Development of Education, 1974-1976: Malaysia. ED 144 876
- The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976. ED 144 878
- Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper. ED 144 489
- Report of the Republic of Cuba to the 36th International Conference on Public Education. ED 144 879
- A Report on Educational Developments in 1975-1976. Greece. ED 144 873
- Report on Educational Developments, 1974-1976. Mauritius. ED 144 901
- A Report to the 36th Session of the International Conference on Education in Geneva. Jordan. ED 144 872
- Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975. ED 144 910
- Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976. ED 144 916
- Singapore National Report. 36th Session of the International Conference on Education. ED 144 899
- Spain: Educational Development in 1975-76 and 1976-77. ED 144 877
- The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper. ED 144 477
- The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper. ED 144 482
- The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper. ED 144 476
- Structures of Post-Secondary Education. Yale Higher Education Program Working Paper. ED 144 490
- Comparative Testing**
- International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix. ED 144 822
- Compensatory Education**
- Administration of Compensatory Education. A Report. ED 144 208
- Controversies in the Evaluation of Compensatory Education. ED 145 011
- An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program. ED 144 430
- Summaries of Major Title I Evaluations, 1966-1976.

- ED 145 012
Title I, 1965-1975: Synthesis of the Findings of Federal Studies.
- ED 145 010
- Compensatory Education Programs**
Affective Variables Indicating Success for Compensatory Education Programs. ED 145 004
Compensatory Education Services. ED 145 061
Elementary Schools and the Receipt of Compensatory Funds. ED 145 028
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970. ED 145 008
Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. ED 144 984
A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants. ED 144 982
A Model for Testing Rival Hypotheses in Longitudinal Social Problems. ED 144 966
NACEDC Activity Plan, Report Year 1977. ED 145 027
A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026
Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681. ED 144 987
- Competition**
Cooperative Skill Development in Equal Status Small Groups. ED 143 966
Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971
- Competitive Selection**
A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
- Complexity Level**
Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3. ED 144 999
Predictive Validity of Short Form Placement Tests under Two Scoring Systems. ED 144 950
- Composing Process**
The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
- Composition (Literary)**
Composition Topics that Fructify. ED 144 093
I Never Told Anybody: Teaching Poetry Writing in a Nursing Home. ED 144 083//
"Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors. ED 144 106
The Meeting Ground of Creative Writing and Composition. ED 144 057
Questions English Teachers Ask. ED 144 107//
On Rhetorical Autonomy. ED 144 079
Rhetoric and Composition: An Overview. ED 144 102
Sport in the Composition Class. ED 144 094
Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 381
Teachers of Composition and Needed Research in Discourse Theory. ED 144 063
Teaching Fundamentals of Writing: A Modest Proposal. ED 144 085
TESL Reporter, Vol. 10, No. 4. ED 144 363
Writing. ED 144 061
- Composition Skills (Literary)**
A Bibliography of Resources for Beginning Teachers of Technical Writing. ED 144 066
Composition Topics that Fructify. ED 144 093
Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977) ED 144 342
The Development of Writing Abilities (11-18). ED 144 049//
Gobbledygook Has Gotta Go. ED 144 073
Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076
Instructional Strategies for Teaching Writing. ED 144 077
Inventing and Playing Games in the English Classroom: A Handbook for Teachers. ED 144 065
"Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors. ED 144 106
Literacy Policy and Reading and Writing Instruction. ED 144 025
The Meeting Ground of Creative Writing and Composition. ED 144 057
Planning the Remedial Composition Curriculum. ED 144 089
Response to Prof. Bormuth's Paper. ED 144 026
The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060
Teachers of Composition and Needed Research in Discourse Theory. ED 144 063
Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978. ED 144 105
Understanding Language: A Primer for the Language Arts Teacher. ED 144 108//
Writing. ED 144 061
The Writing Staff as Faculty Compost Pile. ED 144 067
- Comprehension**
Cognitive Theory. Volume 1. ED 144 021//
Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children. ED 144 103
- Comprehension Strategies**
Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies. ED 144 418
- Comprehensive Employment and Training Act**
An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions. ED 144 769
CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report. ED 143 810
Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA). ED 144 646
- Comprehensive Employment Training Act Title III**
Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs. ED 144 759
- Computational Linguistics**
Research at Yale in Natural Language Processing. Research Report #84. ED 144 560
- Computer Assisted Instruction**
A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English). ED 144 373
Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings. ED 144 573
Computer Assisted Test Construction in the BYU Library School. ED 144 602
Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976. ED 144 561
Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS_f(H,S,P). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977) ED 144 564
Future Review of CAI and the Coming of Videodisk Technology. ED 144 526
Planning Instruction and Monitoring Classroom Processes with Computer Assistance. ED 144 523
Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977. ED 144 414
The Use of Computers in Simulations. ED 144 538
The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool. ED 144 588
- Computer Assisted Testing**
Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977. ED 144 991
- Computer Oriented Programs**
Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS_f(H,S,P). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977) ED 144 564
An Evaluation of Computer-Managed Education Technology at New York City Community College. ED 144 524
Hillside Administration Reporting Timetabling System. HARTS II. ED 144 535
Implementing Long-Range Planning for Vocational Education. ED 143 837
Vocational Education Summary Planning Program. ED 143 838
Voice Output for Student Information Inquiry. ED 144 533
- Computer Programs**
Communication Network Analysis Methods. ED 144 117
A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report. ED 144 944
Margados: A Marc-Like Format for Genealogy with Provision for Documentation. ED 144 600
Policy Information System Computer Program. ED 143 839
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
Research at Yale in Natural Language Processing. Research Report #84. ED 144 560
Specification and Development of Computer Aids to ISD. ED 144 529

Computers

Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976.

ED 144 590

Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977.

ED 144 991

Computer Storage Devices

Pastime-A System for File Compression.

ED 144 613

Concept Formation

The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research.

ED 143 918

The Psychology of Learning: Theory and Applications for Educators.

ED 143 889

Concept Teaching

Experience and Transfer: Steps to Cognitive Thinking in Young Children.

ED 144 675

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts.

ED 144 305

A Tri-Curriculum Approach to Learning: Health Education-Social Studies-Career Education. Levels One to Four/Grades One to Six.

ED 144 866

Conceptual Schemes

An Aesthetic Theory of School Vandalism. Discussion Papers 419.

ED 145 036

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.

ED 143 793

Conceptual Tempo

A Sample Assessment of Cognitive Development in the School-Age Child.

ED 143 897

Conference Reports

Critical Issues in American Education. A Report.

ED 144 178

Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS=(H,S,P). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977)

ED 144 564

Issues and Images: Confessions of a Conference Organizer.

ED 144 126

A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976).

ED 144 217

Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976).

ED 145 031

Schooling: Expectations in Conflict. Report.

ED 144 194

Selected Proceedings of the National Conference on Community Services in the Community College (San Diego, California, March 3-5, 1976).

ED 144 640

Conferences

Colleges and Universities as Agents of Social Change.

ED 144 503

Major Issues of the World Administrative Radio Conference 1979.

ED 144 127

[Theme Issue: Communications Satellites.]

ED 144 147

Confidentiality

An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.

ED 144 198

Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance.

ED 144 539

Personal Privacy in an Information Society. Final Report.

ED 144 554

Confidential Records

Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance.

ED 144 539

Personal Privacy in an Information Society. Final Report.

ED 144 554

Verifying Parents' Financial Information: A Guide for Financial Aid Administrators

ED 144 497

Conflict Resolution

Schooling: Expectations in Conflict. Report.

ED 144 194

Connecticut

The Variables of Capacity Building: A Process Design Action Research Report.

ED 144 549

Conservation (Concept)

A Sample Assessment of Cognitive Development in the School-Age Child.

ED 143 897

Conservation (Environment)

Career Profiles in Forestry, Conservation, Ecology, Environmental Management.

ED 143 860

Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.

ED 144 727

Conservation Education

Energy and Education Handbook.

ED 144 261

Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin.

ED 144 824

Wausau District Public Schools Outdoor Education Camp Director's Manual.

ED 144 825

Consolidated Schools

School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.

ED 144 236

School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90.

ED 144 237

Consortia

Five-Year Projection of Fine Arts Course Enrollment at Amherst College.

ED 144 462

Constitutional Law

Freedom of Speech Newsletter, Volume 3, Number 3, June 1977.

ED 144 136

Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights.

ED 144 084

Consultants

Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III).

ED 144 192

Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III).

ED 144 191

Consumer Economics

Business and Consumer Arithmetic Curriculum Guide.

ED 143 809

Consumer Education

Consumer Health Education Plan, 1976.

ED 143 796

General Business for Economic Awareness. Curriculum Guide.

ED 143 816

How to Survive in Consumer Education.

ED 143 812

Consumer Information Products

Analysis of Consumer Information Products Collected.

ED 144 544

Consumer Information. Final Report.

ED 144 545

Content Analysis

Analysis of Consumer Information Products Collected.

ED 144 544

Consumer Information. Final Report.

ED 144 545

Content Reading

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.

ED 144 015

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.

ED 144 008//

Contingency Management

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

ED 144 045

The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation.

ED 144 702

Continuous Learning

Career Education in the Community College: An Evolving Concept.

ED 144 641

Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chaingmai, Thailand, June 7-15, 1976). Final Report.

ED 143 771

Lifelong Learning in the Public Interest.

ED 143 811

Contracts

Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA).

ED 144 646

Individualizing Course Content in Undergraduate Education: A Contract Plan.

ED 144 563

Contrastive Linguistics

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.

ED 144 407

Temporal Analysis of English and Spanish Narratives.

ED 144 369

Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1.

ED 144 399

Conversational Language Courses

Effective Techniques for English Conversation Groups.

ED 144 355//

Speaking Kapampangan. PALI Language Texts: Philippines.

ED 144 357//

Swahili. An Active Introduction. General Conversation.

ED 144 351

Conversational Strategies

Talking about the There and Then.

ED 144 390

Cooperating Teachers

Clinical Experience in Teacher Education: Part Panacea - Part Illusion.

ED 144 934

Cooperative Education

Cooperative Education: An Alternative for English Majors.

ED 144 100

Cooperative Education: A Perspective. An Occasional Report on Innovation.

ED 144 504

Cooperative English Test

A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.

ED 144 653

The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).

ED 144 655

Cooperative Mathematics Tests

A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973. ED 144 654

Cooperative Planning

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report. ED 143 851

"Cheap is Beautiful": The Role of Political Analysis in Theatre Making. ED 144 145

Community Resource Guide for Career Education. ED 143 830

Lifelong Learning in the Public Interest. ED 143 811

Rural Family Development: A Delivery System for Social Programs. ED 144 755

Cooperative Programs

Cooperative Education: An Alternative for English Majors. ED 144 100

Cooperative Education: A Perspective. An Occasional Report on Innovation. ED 144 504

Five-Year Projection of Fine Arts Course Enrollment at Amherst College. ED 144 462

Coordination

Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education. ED 144 454

Specification and Development of Computer Aids to ISD. ED 144 529

Coping

The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924

Copyrights

Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th). ED 144 586

The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act. ED 144 818

Corporal Punishment

Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977). ED 144 185

Corporation for Public Broadcasting

Public Television Programming by Category: 1976. ED 144 148

Correctional Education

Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341. ED 143 847

Correlation

Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976. ED 144 996

Development in Judging Moral Issues—A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3. ED 144 980

Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66. ED 144 969

Correspondence Schools

Catalogue of Material Relating to Correspondence Education with Stress on Attrition. ED 144 548

A Quest for Control of Attrition from Correspondence Study. Volume 1: Text. ED 144 546

Quest for Control of Attrition from Correspondence Study. Volume 2: Data. ED 144 547

Correspondence Study

Catalogue of Material Relating to Correspondence Education with Stress on Attrition. ED 144 548

A Quest for Control of Attrition from Correspondence Study. Volume 1: Text. ED 144 546

Quest for Control of Attrition from Correspondence Study. Volume 2: Data. ED 144 547

Cost Effectiveness

Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976. ED 144 561

Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs. ED 144 698

The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1. ED 144 222

Literacy Policy and Reading and Writing Instruction. ED 144 025

A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers. ED 144 575

A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development. ED 144 737

Response to Prof. Bormuth's Paper. ED 144 026

Costs

The RRPM Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104. ED 144 520

A Study of the Potential for Sharing Education Periodicals among the Southern UC Campuses. ED 144 522

Counseling

A Counseling Approach to Armed Forces Recruiting. ED 143 953

A Study of Counseling Services in Two-Year Colleges. ED 144 635

Counseling Goals

Expectations of Beginning Counselors. ED 143 994

Counseling Services

Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego. ED 143 969

A Study of Counseling Services in Two-Year Colleges. ED 144 635

Counselor Characteristics

Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment. ED 143 958

The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918

Counselor Client Ratio

Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual. ED 143 948

Counselor Evaluation

A Study of Counselor Interactions and Influence. ED 143 936

Counselor Influence

A Study of Counselor Interactions and Influence. ED 143 936

ED 143 936

Counselor Performance

The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918

Counselor Role

A Counseling Approach to Armed Forces Recruiting. ED 143 953

The Counseling Psychologist. ED 143 967

A Program of Clinical Research Development: Developing Decision Making Skills in Children. ED 143 909

A Study of Counselor Interactions and Influence. ED 143 936

Counselors

Professional Associations for Two-Year College Student Development Staff. ED 144 663

A Study of Counseling Services in Two-Year Colleges. ED 144 635

Counselor Training

Adult Career Education Counseling Project. Final Report. ED 143 828

The Counseling Psychologist. ED 143 967

The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918

Expectations of Beginning Counselors. ED 143 994

Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition). ED 144 682

County Libraries

A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah. ED 144 605

Course Content

Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise. ED 144 993

The History Curriculum in Community Colleges. ED 144 629

Individualizing Course Content in Undergraduate Education: A Contract Plan. ED 144 563

Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else. ED 144 019

Planning the Remedial Composition Curriculum. ED 144 089

Teaching Science Fiction to Science and Technology Majors. ED 144 048

The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155

Course Descriptions

Aquaculture: A Course of Study for Sand Point Secondary School. ED 144 788

Development of a Model for a Senior Citizen Bureau. Final Report. ED 144 665

Library Automation: A "First Course" Teaching Syllabus. ED 144 618

Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning. ED 143 999

A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21. ED 144 841

Sport in the Composition Class. ED 144 094

Teaching a Course on the Informational Film. ED 144 161

Course Organization

The Content of Organizational Communication.

- ED 144 123
- Courses**
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I. ED 144 423
- Court Litigation**
Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636
Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants. ED 145 030
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
Freedom of Speech Newsletter, Volume 3, Number 3, June 1977. ED 144 136
"On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers. ED 144 098
- Courts**
Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
- Courtship**
Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment. ED 143 978
- Creative Art**
Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled. ED 144 316
- Creative Writing**
Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III. ED 144 052
The Meeting Ground of Creative Writing and Composition. ED 144 057
- Creativity**
Creativity Checklist (CCh). ED 144 974
Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled. ED 144 316
Social Interaction and Creativity in Communication System. Coding Manual. ED 144 973//
Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1. ED 144 970
Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play. ED 143 957
- Creativity Checklist (Johnson)**
Creativity Checklist (CCh). ED 144 974
- Creativity Tests**
Creativity Checklist (CCh). ED 144 974
Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1. ED 144 970
- Credentials**
Selection and Certification in Education and Employment. ED 144 181
- Credibility**
Communication Research and Instruction for an Uncertain Tomorrow. ED 144 154
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension. ED 144 121
- Creoles**
De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7. ED 144 359
- Crime**
Monkey See, Monkey Do. ED 144 541
Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus. ED 144 461
- Criminology**
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I. ED 144 423
- Crisis Therapy**
An At-Home Rehabilitation Program for Families of Women Alcoholics. ED 143 960
Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses. ED 144 124
- Criteria**
Energy Conservation in Buildings—A Human Factors/Systems Viewpoint. NBS Building Science Series 88. ED 144 249
- Criterion Referenced Tests**
Criterion Referenced Education Associated to Evaluation (CREATE). ED 144 724
Education Commission of the States Update VI: Minimal Competency Testing. ED 144 961
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures. ED 144 306
A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education. ED 144 739
- Critical Reading**
A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades. ED 144 015
- Critical Thinking**
A Game Plan for Teaching Logic. ED 144 672
- Criticism**
Children's Expectancy of Criticism for Classroom Achievement Efforts. ED 143 944
- Cross Cultural Studies**
Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement. ED 144 862
A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures. ED 144 374
Cross-Cultural Broadcasting. ED 144 552
Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59. ED 144 368
Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School. ED 144 988
Something about China. ED 144 848
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusi Infants and Mothers. ED 144 701
- Cross Cultural Training**
People of Hong Kong: Building Bridges of Understanding. ED 144 347
People of Philippines: Building Bridges of Understanding.
- Cross Culture Broadcasting**
Cross-Cultural Broadcasting. ED 144 552
- Cuba**
Report of the Republic of Cuba to the 36th International Conference on Public Education. ED 144 879
- Cues**
Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975. ED 144 995
- Cultural Activities**
Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977. ED 144 765
- Cultural Awareness**
Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings. April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland. ED 144 863
Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA. ED 144 766
People of Hong Kong: Building Bridges of Understanding. ED 144 347
- Cultural Background**
Implications of Change in Mexican American Families. ED 144 726
The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round. ED 144 870
A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//
- Cultural Context**
The Chicana Feminist. ED 144 768//
- Cultural Differences**
Linguistic Relativity Revisited. ED 144 153
People of Hong Kong: Building Bridges of Understanding. ED 144 347
People of Philippines: Building Bridges of Understanding. ED 144 348
People of Samoa: Building Bridges of Understanding. ED 144 349
In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855
- Cultural Education**
The Athabascan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabascan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek—The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book. ED 144 914
A Multicultural Social Studies Series. Book 1. Europe. ED 144 389
In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And]

214 Subject Index

- Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aanee.... ED 144 915
- Cultural Enrichment**
Final Report of Curriculum and Development in Arts Education. ED 144 852
The Role of the Cultural Institution in Reading through the Arts and Humanities. ED 144 032
- Cultural Exchange**
Governmental Objectives in Exchanges of Persons Programs. ED 144 856
The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155
- Cultural Factors**
The Ojibwas, A Critical Bibliography. ED 144 749//
The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York). ED 144 776
- Cultural Pluralism**
Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography. ED 144 871
Bilingual Education: An International Sociological Perspective. ED 144 354//
In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855
Report of the NEA Task Force on Bilingual/Multicultural Education. ED 144 379
- Cultural Traits**
People of Hong Kong: Building Bridges of Understanding. ED 144 347
People of Philippines: Building Bridges of Understanding. ED 144 348
People of Samoa: Building Bridges of Understanding. ED 144 349
- Culture Conflict**
The Indians of California, A Critical Bibliography. ED 144 750//
- Curriculum**
Aging: A Kindergarten Curriculum. ED 144 680
Aquaculture: A Course of Study for Sand Point Secondary School. ED 144 788
An Assessment of Educational Needs for the Department of Civil and Environmental Engineering. ED 144 782
Educational Activities in Turkey (1974/1975-1975/1976). ED 144 897
Instructor's Handbook for Adult Basic Education. ED 143 769
New Trends in Physics Teaching, Volume III (1976). ED 144 815
The Secondary Resource Specialist in California: Promising Practices. ED 144 320
Singapore National Report. 36th Session of the International Conference on Education. ED 144 899
Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler. ED 144 843
- Curriculum Design**
A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines. ED 144 331
Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report. ED 143 770
- Curriculum Development**
The Administration of Outdoor Education Programs. ED 144 777//
Alternative Learning Environments in the Elementary School. ED 143 923
An Assessment of Educational Needs for the Department of Wildlife Science. ED 144 781
Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership. ED 144 521
Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
Curriculum Development in Occupational Exploration. ED 143 855
Development of Education in Bahrain (1975-1976). ED 144 896
Development of Education in Japan, 1974-1976. ED 144 888
Development of Prevocational Training for Deaf/Blind. ED 143 821
Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics. ED 144 860
Educational Developments during the Years 1974 to 1976. Imperial Government of Iran. ED 144 900
Environmental Education for Teachers and Resource People. ED 144 794
Faculty Development in Perspective: A Systems Concept. ED 144 444
Final Report of Curriculum and Development in Arts Education. ED 144 852
How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition. ED 143 777
An Instructional System Design for Vocational Education. ED 143 888
Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chiang-mai, Thailand, June 7-15, 1976). Final Report. ED 143 771
Medical Education and the Contemporary World. ED 144 508
Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings. April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland. ED 144 863
Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report. ED 143 770
Program Improvement Priorities for Vocational Education. Summary Report. ED 143 823
A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976). ED 144 217
A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21. ED 144 841
Research and Development Project in Career Education. Grades 7-9. Final Report. ED 143 772
- School Science Education in India. [Studies of Curriculum Development Centres in Asia 1]. ED 144 817
MSG: The Making of a Curriculum. ED 144 792
Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779
A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education. ED 144 785
A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783
A Training Module: Developing a Learning Activity Package. ED 143 781
Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry. ED 144 842
A View from the Top Looking Sideways: Professional Schools and Professional Development. ED 144 443
- Curriculum Evaluation**
Evaluating the Geography Curriculum. Geography for Teachers Series. ED 144 905//
Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views. ED 144 789
- Curriculum Guides**
Analysis of Consumer Information Products Collected. ED 144 544
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised). ED 144 689
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
Career Development Curriculum for English Teachers. ED 144 069
Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//
Communication Arts Curriculum: A Model Program. Revised. ED 144 088
Consumer Information. Final Report. ED 144 545
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
Education for Parenthood: All About Children. ED 144 687
Energy and Education Handbook. ED 144 261
Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition). ED 144 684
Every Child Matters. ED 144 685
Every Child Matters. Leader's Guide. ED 144 686
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide. ED 144 688
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
Language Arts Instruction K-12. ED 144 064
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition). ED 144 682
Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition). ED 144 690

- Library Automation: A "First Course" Teaching Syllabus. ED 144 618
- Manana: A Program Prepared for Corps and Community Centers. Leader's Guide. ED 144 691
- Man and Environment Teaching Alternatives. ED 144 826
- Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation. ED 144 104
- Suggested Activities for Environmental Education in the Elementary Schools. ED 144 786
- Suggested Activities for Environmental Education in the Secondary Schools. ED 144 787
- Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide. ED 144 693
- Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155
- Youth in Educational Service: Education for Parenthood. ED 144 683
- Curriculum Planning**
- Energy and Education Handbook. ED 144 261
- Evaluating the Geography Curriculum. Geography for Teachers Series. ED 144 905//
- Health Instruction: An Action Approach. ED 144 929//
- Daily Living Skills**
- A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856
- General Business for Economic Awareness. Curriculum Guide. ED 143 816
- Reading Skills and Activities for the Adult. ED 144 000
- Data**
- Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume II: Supporting Materials. ED 144 571
- Quest for Control of Attrition from Correspondence Study. Volume 2: Data. ED 144 547
- Data Analysis**
- Controversies in the Evaluation of Compensatory Education. ED 145 011
- The Evolution of Early Individual Differences in Orientation Towards Peers. ED 144 676
- Data Base Management**
- Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance. ED 144 539
- Data Bases**
- Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance. ED 144 539
- Health Effects Profiles for Searching Selected Lockheed DIALOG Data Bases. ED 144 619
- KOMPOST--A Compression Method for Structured Files. ED 144 610
- Voice Output for Student Information Inquiry. ED 144 533
- Data Collection**
- Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System. ED 143 871
- Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System. ED 143 870
- The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices. ED 143 850
- Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report. ED 143 982//
- A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State. ED 143 826
- Data Processing**
- Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System. ED 143 872
- Dating (Social)**
- Love and Involvement in Romantic Relationships. ED 143 995
- Redundancy of Behavioral Information in Dating. ED 143 931
- Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment. ED 143 978
- Day Camp Programs**
- Youth in Educational Service: Education for Parenthood. ED 144 683
- Day Care Programs**
- The Effects of Density and Partitioning on Children's Behavior. ED 144 721
- Extended Family Center 1972-1975. Final Report. ED 144 339
- Infant Day Care: A Longitudinal Study. ED 144 707
- Day Care Services**
- Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely. ED 144 679//
- Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs. ED 144 698
- Ethical Issues in Working with Young Children. ED 144 681
- The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers. ED 143 862
- Deaf**
- Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel. ED 144 301
- How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. ED 144 300
- Death**
- Euthanasia Acceptance: An Attitudinal Inquiry. ED 143 919
- Debate**
- British Union Debating: An Eclectic Approach. ED 144 146
- Decentralization**
- Funding Small Elementary Schools Under the Florida Education Finance Program Law. ED 144 164
- Decision Making**
- CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report. ED 143 810
- A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues. ED 144 917
- Cognitive Theory. Volume 2. ED 144 022//
- A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. ED 144 226
- Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970
- Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38. ED 144 421
- Growth Dynamics of Information Search Services. ED 144 616
- Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53. ED 143 946
- A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers. ED 144 575
- Participative Decision Making: An Annotated Bibliography. ED 143 985//
- Shared Decision Processes in Public Education. ED 144 174
- Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay. ED 144 869
- Supervisors and Peers as Information Sources and Individual Decision Making Performance. ED 143 949
- Decision Making Skills**
- Alcohol Education: A Teacher's Curriculum Guide for Grades K-6. ED 143 959
- A Program of Clinical Research Development: Developing Decision Making Skills in Children. ED 143 909
- Shared Decision Processes in Public Education. ED 144 174
- Declining Enrollment**
- Bradford School Study. ED 144 189
- Declining Enrollment Conference Report. ED 144 229
- Declining Enrollment: Implications for South Carolina School Districts. ED 144 254
- Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children. ED 144 231//
- Maintaining Excellence in the Management of Decline. ED 144 239
- School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90. ED 144 237
- School Enrollment Projections. A Report. ED 144 259
- Decoding (Reading)**
- Precision Teaching for Decoding and Comprehension: Materials and Methods. ED 144 033
- Defining Issues Test**
- Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3. ED 144 980
- Definitions**
- Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977. ED 144 299
- The Exploration of the Outward Bound Process. ED 144 754
- A Primer on Laws Important to Alaska Native Education. ED 144 747
- A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026

216 Subject Index

Degrees (Titles)

- College and University Degrees Conferred, 1975-76. ED 144 469
Degree Designations at U.S. Graduate Schools. ED 144 426

Delaware

- Objective-Referenced Measure in Mathematics. Summary Report. ED 144 832
Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292

Delivery Systems

- Child Welfare in 25 States: An Overview. ED 144 678
Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach. ED 144 263
Communication Delivery Services in Developing Nations. ED 144 129
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4. ED 144 244
Itinerant Teachers of the Hearing Impaired: What Do They Really Do? ED 144 273
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6. ED 144 245
Planning for the Aging: A Manual of Practical Methods. ED 143 956
Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292
In Search of a Future. 3rd Edition, November 1976. ED 144 771//

Delphi Technique

- A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts. ED 144 167

Del Rio Language Screening Test

- Language Assessment Identifying LESA's. ED 144 415

Demography

- Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen. ED 144 458
Educational Research and Planning as a Career Option for a Mathematics Major. ED 144 667
Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report. ED 144 336
Health, Higher Education and the Community. Towards a Regional Health University. ED 144 498
Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children. ED 144 231//
Literacy and World Population. Population Bulletin No. 2, Vol. 30. ED 144 096
Native American Historical Demography, A Critical Bibliography. ED 144 752//
Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706. ED 144 761

Demonstration Programs

- Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools. ED 144 728
Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration. ED 144 570

- A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study). ED 144 705

Demonstration Projects

- An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress. ED 143 857
Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976. ED 144 293
IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976. ED 144 324
Massachusetts Educational Innovators in Action: "The Process for the Product." ED 144 183
Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292
Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322

Density

- The Effects of Density and Partitioning on Children's Behavior. ED 144 721

Dental Health

- Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools. ED 144 928

Dental Schools

- An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry. ED 144 436
Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry. ED 144 842
A View from the Top Looking Sideways: Professional Schools and Professional Development. ED 144 443

Dentistry

- An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry. ED 144 436

Departments

- Western Michigan University Program Review System. Initial Design. ED 144 536

Dependents

- Social Security Benefits for Students. Background Paper. ED 144 519

Depression (Psychological)

- Suicidal Fantasies and Positive/Negative Effects. ED 143 938

Desensitization

- Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness. ED 143 904
The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945

Design Needs

- Territoriality in Carrel Design. ED 144 568

Developed Nations

- Bridges to Work: International Comparison of Transition Services. ED 143 853

Developing Nations

- Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977. ED 144 851

- Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania. ED 144 206

- The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia. ED 144 893

- Communication and Rural Development. ED 144 158//

- Communication Delivery Services in Developing Nations. ED 144 129

- A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76. ED 144 883

- Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised. ED 144 171

- Development in Education in Bangladesh 1975-77: A Country Report. ED 144 884

- Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education. ED 144 902

- Development of Education in Qatar (1975/76 and 1976/77). ED 144 887

- Educational Development in Thailand (1974-1976). ED 144 891

- Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55. ED 144 172

- Education in India 1974-1976. Publication No. 1108. ED 144 885

- Federal Republic of Nigeria: Report on Major Trends in Education. ED 144 898

- International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C. ED 144 135

- Issues Arising on the Use of Hand-Held Calculators in Schools. ED 144 814

- Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems. ED 144 881

- Major Trends in Education in Malawi, 1974-1976. ED 144 875

- Participation and Education in Tanzania. IDS Discussion Paper No. 86. ED 144 173

- A Report on Educational Developments in 1975-1976. Greece. ED 144 873

- Report on Educational Developments, 1974-1976. Mauritius. ED 144 901

- A Report to the 36th Session of the International Conference on Education in Geneva. Jordan. ED 144 872

- A Search for New Insights in Librarianship: A Day of Comparative Studies. ED 144 579

- Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975. ED 144 910

- Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997

- Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998

Developmental Continuity

- A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.
ED 144 715

Developmental Disabilities

- Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976.
ED 144 293
- Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled.
ED 144 316

Developmental Programs

- A Developmental Group Counseling Program for Elementary Schools.
ED 143 968
- Developmental Program: A Better Opportunity. Cochise College.
ED 144 639
- Developmental Studies Program: Cochise College, 1971-1977.
ED 144 638
- Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.
ED 144 448

Developmental Psychology

- Skills, Plans, and Self-Regulation. Technical Report No. 48.
ED 144 040
- Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.
ED 144 041

Developmental Reading

- Leeward Community College: Developmental Education Study.
ED 144 637
- A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.
ED 144 653

Developmental Sentence Scoring

- Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1.
ED 144 405

Developmental Stages

- Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL).
ED 143 893
- The Evolution of Early Individual Differences in Orientation Towards Peers.
ED 144 676
- Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies.
ED 144 418
- Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology.
ED 144 700
- Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.
ED 144 717
- Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment.
ED 144 706

Diachronic Linguistics

- Comments and Exercises on Historical Linguistics.
ED 144 086
- Dialect Clash in America: Issues and Answers.
ED 144 068//
- The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change.
ED 144 376
- The Lasting Properties of Word-Counts.
ED 144 116//

Diagnostic Teaching

- Classroom Practice in Reading.
ED 144 013
- Cognitive-Field Implications for the Teaching of Technical Writing.
ED 144 078

PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
ED 144 328

Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977.
ED 144 298

Research and Applied Theory in Special Education: Conversations with the Experts.
ED 144 268

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.
ED 144 008//

Diagnostic Tests

- Cognitive-Field Implications for the Teaching of Technical Writing.
ED 144 078
- Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.
ED 144 967
- Language Assessment Identifying LESA's.
ED 144 415
- The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).
ED 144 655

Diagrams

- Graphics in Text: A Bibliography. Monograph No. 6.
ED 144 018

Dialect Clash

- Dialect Clash in America: Issues and Answers.
ED 144 068//

Dialect Studies

- Dialect Clash in America: Issues and Answers.
ED 144 068//
- Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1.
ED 144 404

Dictation

- Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1.
ED 144 402

Dictionaries

- Data Element Dictionary for Vocational Education.
ED 143 842
- Reverse Dictionary of Modern German.
ED 144 393

Diffusion

- Land Use and the Legislatures: The Politics of State Innovation. Land Use Series.
ED 144 256
- Massachusetts Educational Innovators in Action: "The Process for the Product."
ED 144 183

Dimensional Preference

- Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.
ED 144 716

Directories

- Directory of Organizations in Engineering Programs for Minorities.
ED 144 797
- Directory of the Florida Motion Picture and Television Industry.
ED 144 553
- FID Yearbook. 1976.
ED 144 621
- FID Yearbook. 1977.
ED 144 599
- Ohio Academic Library Innovation: A Directory. Tower Series No. 3.
ED 144 607
- Professional Associations for Two-Year College Student Development Staff.
ED 144 663

- The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition.
ED 144 196//

Disadvantaged Groups

- A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.
ED 144 982

Disadvantaged Youth

- Cognitive Predictors of College Success in Disadvantaged Students.
ED 143 964
- Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide.
ED 144 692
- Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).
ED 144 791

A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997

A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014

NACEDC Activity Plan, Report Year 1977.
ED 145 027

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.
ED 143 859

The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.
ED 144 955

School Dropouts or Student Pushouts?: A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.
ED 143 898

Discipline

- Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.
ED 144 246
- Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).
ED 144 185
- Report: Discipline In Our Big City Schools.
ED 144 210//

Discipline Policy

- Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.
ED 144 246
- Designing a Positive In-School Suspension Program.
ED 144 251
- Guidelines for School Discipline.
ED 144 247
- Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).
ED 144 185
- Report: Discipline In Our Big City Schools.
ED 144 210//

Discipline Problems

- Designing a Positive In-School Suspension Program.
ED 144 251
- Disruptive Youth: Causes and Solutions.
ED 144 199
- The Great Debate III. Options in Education, Program #91.
ED 144 238
- Guidelines for School Discipline.
ED 144 247
- Report: Discipline In Our Big City Schools.
ED 144 210//

Discographies

- Guides to Educational Media Software. Educational Media Information Series, Volume One.
ED 144 531

Discourse Analysis

- Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977)
ED 144 342

Discriminatory Attitudes (Social)

- Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.
ED 143 940

Discriminatory Legislation

Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.

ED 144 938

Discussion (Teaching Technique)

After the Lights Come Up: Students Talk about Films.

ED 144 119

Discussion Experience

After the Lights Come Up: Students Talk about Films.

ED 144 119

Discussion Groups

The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door.

ED 144 630

Disease Control

Veneral Disease. Consumer Health Education.

ED 143 815

Diseases

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

ED 144 722

Disruptive Students

The Disruptive Student and the Teacher. NEA Professional Studies Series.

ED 144 931

Distributive Education

South Carolina D.E. Teacher-Coordinator Operational Handbook.

ED 143 865

District Review of Vocational Education

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

ED 143 813

Divorce

Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents.

ED 143 901

Doctoral Degrees

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

ED 144 467

College and University Degrees Conferred, 1975-76.

ED 144 469

Degree Designations at U.S. Graduate Schools.

ED 144 426

Doctoral Programs

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

ED 144 954

A Ph.D. Program for Vocational Education.

ED 143 841

Doctoral Theses

Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975.

ED 143 882

Documentaries

Documentary Elements in Early Films.

ED 144 122

Documentation

FID Yearbook. 1976.

ED 144 621

FID Yearbook. 1977.

ED 144 599

Dogmatism

Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53.

ED 143 946

Dormitories

Housing for New Types of Students. A Report.

ED 144 212

Drama

"Cheap is Beautiful": The Role of Political Analysis in Theatre Making.

ED 144 145

Student Evaluation of Co-Curricular Production Activity.

ED 144 159

A Survey of Theatre in American Secondary Schools.

ED 144 156

Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.

ED 144 114

Dramatics

A Survey of Theatre in American Secondary Schools.

ED 144 156

Drinking

Drinking Among Rural Youth with Implications for Rural Institutional Development.

ED 144 729

Dropout Characteristics

Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.

ED 144 671

A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service.

ED 144 515

Dropout Identification

Catalogue of Material Relating to Correspondence Education with Stress on Attrition.

ED 144 548

A Quest for Control of Attrition from Correspondence Study. Volume I: Text.

ED 144 546

Quest for Control of Attrition from Correspondence Study. Volume 2: Data.

ED 144 547

Dropout Rate

Chicano Students and Tooele Schools: A Descriptive Research Report.

ED 144 733

A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service.

ED 144 515

Dropout Research

Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.

ED 144 671

An Analysis of Step-In/Step-Out Students at Valencia Community College.

ED 144 634

Chicano Students and Tooele Schools: A Descriptive Research Report.

ED 144 733

Dropouts

Job Placement Services Provided by Public School Systems in the United States, 1976.

ED 143 926

Drug Abuse

Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service.

ED 143 980//

Drug Therapy

Research on Disorders of the Mind. Progress & Prospects.

ED 144 327

Due Process

Academic Freedom and Academic Tenure

ED 144 475

Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights.

ED 144 084

Early Childhood Education

Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings.

ED 144 709

Casist Teacher Checklist: 0-4 Years.

ED 144 277

Creative Games for Learning: Games for Parents and Teachers to Make.

ED 144 302//

Current Issues in Child Development.

ED 144 677//

Diagnostic and Educational Services.

ED 144 275

Digest of Education Statistics, 1976 Edition.

ED 144 248

Early Childhood Care and Education: Objectives and Issues.

ED 144 704

Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.

ED 144 698

Early Education in China and Its Implications in the United States.

ED 145 006

The Effects of Density and Partitioning on Children's Behavior.

ED 144 721

Ethical Issues in Working with Young Children.

ED 144 681

Films for Childhood Educators.

ED 144 574

Fire and Children: Learning Survival Skills.

ED 144 720

Good Ideas: An Activity Book for Early Childhood.

ED 144 285

Influences on Learning in Early Childhood: A Literature Review.

ED 144 711

An Overview [Austin Early Childhood Special Education Program].

ED 144 274

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

ED 144 717

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.

ED 144 715

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

ED 144 705

Talks with Teachers: Reflections on Early Childhood Education.

ED 144 703//

East Germany

The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools.

ED 145 018

The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.

ED 144 476

Ecology

Career Profiles in Forestry, Conservation, Ecology, Environmental Management.

ED 143 860

An Environmental Handbook of the Marble Area.

ED 144 753

Economically Disadvantaged

Elementary Schools and the Receipt of Compensatory Funds.

ED 145 028

Look Before you Leap. A Guide on Continuing Your Education.

ED 144 496//

Economic Climate

Poverty and Public Policy. Final Draft.

ED 145 035

Economic Development

Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development--1.

ED 143 767

Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.

ED 144 206

Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.

ED 144 727

Economic Disadvantage

Developments in Aging: 1976. Part 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.

ED 143 894

Economic Education

Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.

ED 144 993

Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics.

ED 144 860

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.

ED 144 850

Economic Factors

Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.

ED 144 336

Poverty and Public Policy. Final Draft.

ED 145 035

Economic Research

Economic Analysis of Investment in Education. A Grant Award. Final Report.

ED 144 211

Economics

The White House Conference on Handicapped Individuals. Volume One: Awareness Papers.

ED 144 267

Economic Status

The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.

ED 143 850

The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.

ED 143 854

Editing

Books: From Writer to Reader.

ED 144 010//

Transcribing and Editing Oral History.

ED 144 858//

Educable Mentally Handicapped

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.

ED 144 326

Education

A Primer on Laws Important to Alaska Native Education.

ED 144 747

Educational Accountability

Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act.

ED 144 294

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

ED 144 617

Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4., 1977.

ED 144 439

Research and Applied Theory in Special Education: Conversations with the Experts.

ED 144 268

Schooling: Expectations in Conflict. Report.

ED 144 194

Educational Administration

Development of Education in Bahrain (1975-1976).

ED 144 896

Development of Education in Japan, 1974-1976.

ED 144 888

Educational Activities in Turkey (1974/1975-1975/1976).

ED 144 897

Educational Developments during the Years 1974 to 1976. Imperial Government of Iran.

ED 144 900

The Educational Movement in France 1974/1976.

ED 144 890

La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976.

ED 144 220

Maintaining Excellence in the Management of Decline.

ED 144 239

National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976.

ED 145 062

National Report on Development of Education, 1974-1976: Malaysia.

ED 144 876

Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4., 1977.

ED 144 439

The Role of the School Leader and a Training Programme.

ED 144 166

School Management Teams: Their Structure, Function, and Operation. ERS Monograph.

ED 144 230//

Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.

ED 144 916

The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34.

ED 144 919

Educational Alternatives

Alternative Learning Environments in the Elementary School.

ED 143 923

Consideration of Alternative Educational Systems.

ED 143 845

Intensive Education: The Impact of Time on Learning.

ED 144 195

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

ED 144 954

Whilst Time Is Burning. A Report on Education for Development.

ED 143 787//

Educational Assessment

Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.

ED 144 948

Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.

ED 145 017

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.

ED 143 829

Project Evaluation Report.

ED 144 644

A Sample Assessment of Cognitive Development in the School-Age Child.

ED 143 897

Spain: Educational Development in 1975-76 and 1976-77.

ED 144 877

Educational Attitudes

Educational and Occupational Aspirations and Expectations of Black and White College Students.

ED 144 909

The Historic Context for Visual Literacy: Walter Smith and Others.

ED 144 027

Educational Benefits

Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.

ED 143 800

Educational Change

Critical Issues in American Education. A Report.

ED 144 178

Educational Development in Finland, 1974-1976.

ED 144 889

Educational Development in Thailand (1974-1976).

ED 144 891

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55.

ED 144 172

Education for the Professions.

ED 144 494//

Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper.

ED 144 478

Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chiangmai, Thailand, June 7-15, 1976). Final Report.

ED 143 771

Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems.

ED 144 881

Participation and Education in Tanzania. IDS Discussion Paper No. 86.

ED 144 173

Piaget and Educational Policy.

ED 144 710

Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.

ED 144 453

Program Residuals, or Did They Throw Out the Baby with the Bath?

ED 144 257

Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.

ED 143 822

A Report on Educational Developments in 1975-1976. Greece.

ED 144 873

Secondary Education Reform: Retrospect and Prospect.

ED 144 168

The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.

ED 144 477

Teaching Assistants in the New Century.

ED 144 092

Using Research in School Reform.

ED 145 013

Whilst Time Is Burning. A Report on Education for Development.

ED 143 787//

Educational Development

Austria: Organization of Education in 1975-77.

ED 144 886

Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.

ED 144 206

The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.

ED 144 893

A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76.

ED 144 883

Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education.

ED 144 902

Development of Education in Bahrain (1975-1976).

- ED 144 896
Development of Education in Iraq during 1974/75 and 1975/76.
- ED 144 894
Development of Education in Qatar (1975/76 and 1976/77).
- ED 144 887
Educational Development in Finland, 1974-1976.
- ED 144 889
Educational Development in Thailand (1974-1976).
- ED 144 891
Educational Developments during the Years 1974 to 1976. Imperial Government of Iran.
- ED 144 900
The Educational Movement in France 1974/1976.
- ED 144 890
Education in India 1974-1976. Publication No. 1108.
- ED 144 885
Federal Republic of Nigeria: Report on Major Trends in Education.
- ED 144 898
The Historic Context for Visual Literacy: Walter Smith and Others.
- ED 144 027
Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques.
- ED 144 165
International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.
- ED 144 892
Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems.
- ED 144 881
Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.
- ED 144 895
Major Trends in Education in Malawi, 1974-1976.
- ED 144 875
National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I-The Organisation and Structure of Education in Malta [And] Part II-Educational Development in Malta 1974-76.
- ED 144 880
National Report on Development of Education, 1974-1976: Malaysia.
- ED 144 876
The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976.
- ED 144 878
Report of the Republic of Cuba to the 36th International Conference on Public Education.
- ED 144 879
A Report on Educational Developments in 1975-1976. Greece.
- ED 144 873
Report on Educational Developments, 1974-1976. Mauritius.
- ED 144 901
A Report to the 36th Session of the International Conference on Education in Geneva. Jordan.
- ED 144 872
Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.
- ED 144 916
Singapore National Report. 36th Session of the International Conference on Education.
- ED 144 899
Spain: Educational Development in 1975-76 and 1976-77.
- ED 144 877
Teaching about Religion in Public Schools.
- ED 144 857
Whilst Time Is Burning. A Report on Education for Development.
- ED 143 787//
- Educational Diagnosis**
An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher.
ED 144 337
- Diagnostic and Educational Services.
ED 144 275
- Early Intervention Programming: New England Educational Diagnostic Centre.
ED 144 272
- Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037
- Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).
ED 144 361
- Educational Disadvantage**
Sex Discrimination in Education: A Literature Review and Bibliography.
ED 144 976
- Educational Discrimination**
School Dropouts or Student Pushouts?; A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.
ED 143 898
- Educational Economics**
Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977.
ED 144 499
- Economic Analysis of Investment in Education. A Grant Award. Final Report.
ED 144 211
- Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.
ED 144 500
- Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper.
ED 144 480
- Educational Environment**
Schools Can Make a Difference.
ED 145 034
- Educational Experience**
The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
ED 143 854
- Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.
ED 143 800
- Educational Experiments**
Methods for Maximizing the Validity of Experiments on Teaching.
ED 144 979
- Educational Facilities**
Energy Conservation on Campus. Volume I. Guidelines.
ED 144 460
- Jefferson Township Schools Study.
ED 144 188
- Educational Finance**
The Black Community and Professional Education: A Pilot Program in Institutional Financing.
ED 145 040
- Compendium of Selected Data & Characteristics, 1976-1977.
ED 144 664
- Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni.
ED 144 197
- Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report.
ED 144 253
- Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee.
ED 144 513
- Funding Small Elementary Schools Under the Florida Education Finance Program Law.
ED 144 164
- The Investment of School Funds, 1976.
ED 144 201
- National Report on Development of Education, 1974-1976: Malaysia.
ED 144 876
- The Nonpublic School and Private Philanthropy. A Report.
ED 144 184
- Operational Incentives and the Growth of Competition in the Education Sector.
ED 144 659
- Philanthropy, Public Needs, and Nonpublic Schools. A Report.
ED 144 235
- University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.
ED 144 425
- Vocational Education on the Navajo Reservation: Present Status and Future Directions.
ED 143 886
- Women's Educational Equity Act. First Annual Report, September 30, 1976.
ED 143 935
- Educational Games**
Experience Teaches! Kit 6: Games Teach.
ED 144 310
- Inventing and Playing Games in the English Classroom: A Handbook for Teachers.
ED 144 065
- Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game.
ED 144 304
- Teacher Made Materials.
ED 144 265
- Educational Gerontology**
A Cognitive Problem-Solving Approach to Learning in Later Adulthood.
ED 143 965
- I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.
ED 144 083//
- Educational History**
Austria: Organization of Education in 1975-77.
ED 144 886
- The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.
ED 144 484
- The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.
ED 144 893
- A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76.
ED 144 883
- The Cultivation of Ivy. A Saga of the College in America.
ED 144 491//
- Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education.
ED 144 902
- Development of Education in Iraq during 1974/75 and 1975/76.
ED 144 894
- Development of Education in Qatar (1975/76 and 1976/77).
ED 144 887
- European Universities-The Unfinished Revolution. Yale Higher Education Program Working Paper
ED 144 485
- Federal Republic of Nigeria: Report on Major Trends in Education.
ED 144 898
- The Historic Context for Visual Literacy: Walter Smith and Others.
ED 144 027
- International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.
ED 144 892
- Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.
ED 144 895
- Major Trends in Education in Malawi, 1974-1976.
ED 144 875
- Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper.
ED 144 481

National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I--The Organisation and Structure of Education in Malta [And] Part II--Educational Development in Malta 1974-76.

ED 144 880

The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976.

ED 144 878

Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper

ED 144 479

Report of the Republic of Cuba to the 36th International Conference on Public Education.

ED 144 879

A Report on Educational Developments in 1975-1976. Greece.

ED 144 873

Report on Educational Developments, 1974-1976. Mauritius.

ED 144 901

A Report to the 36th Session of the International Conference on Education in Geneva. Jordan.

ED 144 872

Secondary Education Reform: Retrospect and Prospect.

ED 144 168

State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.

ED 144 632

The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper.

ED 144 482

The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.

ED 144 483

The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.

ED 144 486

University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.

ED 144 488

The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34.

ED 144 919

Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper.

ED 144 480

Educational Improvement

Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).

ED 144 242

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

ED 144 223

Educational Innovation

Change Agent in a Multicampus System.

ED 144 501

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.

ED 144 960

A Manual for Assessing Open-Ended Statements of Concern About an Innovation.

ED 144 207

Massachusetts Educational Innovators in Action: "The Process for the Product."

ED 144 183

Problems in Implementing Competency-Based Programs.

ED 144 243

Program Residuals, or Did They Throw Out the Baby with the Bath?

ED 144 257

From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.

ED 144 446

Selection and Evaluation of Alternative Teaching Methods in Higher Education.

ED 144 587

Whilst Time Is Burning. A Report on Education for Development.

ED 143 787//

Educational Interest

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.

ED 144 510

Educational Legislation

Austria: Organization of Education in 1975-77.

ED 144 886

Bilingual Education: Current Perspectives. Volume 3: Law.

ED 144 378

Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.

ED 144 679//

Education Commission of the States Update VI: Minimal Competency Testing.

ED 144 961

Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.

ED 144 895

Major Trends in Norwegian Education 1974-76: National Report.

ED 144 882

Multicultural/Bilingual Division Fiscal Year 1977--Fiscal Year 1978 Program Plan.

ED 144 865

National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976.

ED 145 062

A Primer on Laws Important to Alaska Native Education.

ED 144 747

Report of the NEA Task Force on Bilingual/Multicultural Education.

ED 144 379

Educationally Disadvantaged

Administration of Compensatory Education. A Report.

ED 144 208

Bilingual Education: Current Perspectives. Volume 3: Law.

ED 144 378

Elementary Schools and the Receipt of Compensatory Funds.

ED 145 028

Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.

ED 145 008

An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.

ED 144 430

Teaching Fundamentals of Writing: A Modest Proposal.

ED 144 085

Educational Methods

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.

ED 143 873

The Exploration of the Outward Bound Process.

ED 144 754

Educational Needs

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report.

ED 143 851

Critical Issues in American Education. A Report.

ED 144 178

Educational Considerations for the Learning Disabled Adolescent: Selected Papers.

ED 144 330

Florida Assessment of Needs in Career Education.

ED 143 792

How to Survive in Consumer Education.

ED 143 812

Issues Arising on the Use of Hand-Held Calculators in Schools.

ED 144 814

Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chiang-mai, Thailand, June 7-15, 1976). Final Report.

ED 143 771

The Meeting Ground of Creative Writing and Composition.

ED 144 057

Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).

ED 144 361

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

ED 143 846

Educational Needs Projection Model

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HSD (K-3).

ED 144 182

Educational Objectives

The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.

ED 144 893

Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.

ED 144 171

The Design and Development of Educational Resources.

ED 144 550

Developing Performance Objectives for the Social Studies.

ED 144 911

Educational Activities in Turkey (1974/1975-1975/1976).

ED 144 897

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55.

ED 144 172

Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).

ED 144 242

The Exploration of the Outward Bound Process.

ED 144 754

Florida Assessment of Needs in Career Education.

ED 143 792

Language Arts Instruction K-12.

ED 144 064

Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings. April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland.

ED 144 863

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

ED 144 766

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.

ED 143 829

Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training.

ED 144 143

Participation and Education in Tanzania. IDS Discussion Paper No. 86.

ED 144 173

Policy and Evaluation in the Health Professions.

ED 144 447

Regents Program Priorities for Fiscal Year 1978-79.

ED 144 163

Report of the Republic of Cuba to the 36th International Conference on Public Education.

ED 144 879

A Report on Educational Developments in 1975-1976. Greece.

ED 144 873

A Report to the 36th Session of the International Conference on Education in Geneva. Jordan.

ED 144 872

222 Subject Index

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts.

ED 144 305

Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education.

ED 144 308

Schooling: Expectations in Conflict.

ED 144 194

Science Objectives and their Implications Concerning Classroom Teaching.

ED 144 798

Teaching about Religion in Public Schools.

ED 144 857

Teaching Fundamentals of Writing: A Modest Proposal.

ED 144 085

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

ED 143 831

Educational Opportunities

Educational Opportunities in the United States Army.

ED 143 916

An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.

ED 144 430

Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C.

ED 144 983

The White House Conference on Handicapped Individuals. Volume One: Awareness Papers.

ED 144 267

Educational Philosophy

An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.

ED 143 774

Autonomy in Education: A Research Approach.

ED 144 940

Piaget and Educational Policy.

ED 144 710

A Study of Thirteen Catholic High Schools in Greater Cincinnati.

ED 144 186

Talks with Teachers: Reflections on Early Childhood Education.

ED 144 703//

Educational Planning

Declining Enrollment: Implications for South Carolina School Districts.

ED 144 254

Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.

ED 144 421

Maintaining Excellence in the Management of Decline.

ED 144 239

Piaget and Educational Policy.

ED 144 710

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

ED 144 223

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446.

ED 144 224

Planning for Vocational Education.

ED 143 835

Policy Information System Computer Program.

ED 143 839

A Policy Information System for Vocational Education.

ED 143 834

Preliminary Long-Range Planning Model.

ED 143 836

Regents Program Priorities for Fiscal Year 1978-79.

ED 144 163

Educational Policy

The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.

ED 144 893

Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.

ED 144 679//

Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.

ED 144 171

Development of Education in Bahrain (1975-1976).

ED 144 896

Educational Development in Finland, 1974-1976.

ED 144 889

Educational Development in Thailand (1974-1976).

ED 144 891

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55.

ED 144 172

Education in India 1974-1976. Publication No. 1108.

ED 144 885

Federal Republic of Nigeria: Report on Major Trends in Education.

ED 144 898

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration.

ED 144 570

International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.

ED 144 892

La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976.

ED 144 220

Language Needs of Minority Group Children. Learners of English As a Second Language.

ED 144 370//

Major Trends in Education in Malawi, 1974-1976.

ED 144 875

Major Trends in Norwegian Education 1974-76: National Report.

ED 144 882

National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I-The Organisation and Structure of Education in Malta [And] Part II-Educational Development in Malta 1974-76.

ED 144 880

The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976.

ED 144 878

Participation and Education in Tanzania. IDS Discussion Paper No. 86.

ED 144 173

Piaget and Educational Policy.

ED 144 710

Progress of Education in the United States of America 1974-75, 1975-76.

ED 144 205

Report of the NEA Task Force on Bilingual/Multicultural Education.

ED 144 379

A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976).

ED 144 217

Report of the Republic of Cuba to the 36th International Conference on Public Education.

ED 144 879

A Report to the 36th Session of the International Conference on Education in Geneva. Jordan.

ED 144 872

Response to Prof. Bormuth's Paper.

ED 144 026

School District Governance: How Democratic? Research Action Brief Number 3.

ED 144 169

Singapore National Report. 36th Session of the International Conference on Education.

ED 144 899

Title I, 1965-1975: Synthesis of the Findings of Federal Studies.

ED 145 010

Using Research in School Reform.

ED 145 013

Educational Practice

Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education.

ED 144 902

International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.

ED 144 892

Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.

ED 144 895

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975.

ED 144 910

Spain: Educational Development in 1975-76 and 1976-77.

ED 144 877

Educational Principles

Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chaingmai, Thailand, June 7-15, 1976). Final Report.

ED 143 771

Talks with Teachers: Reflections on Early Childhood Education.

ED 144 703//

Educational Problems

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report.

ED 143 851

Critical Issues in American Education. A Report.

ED 144 178

Development in Education in Bangladesh 1975-77: A Country Report.

ED 144 884

Maintaining Excellence in the Management of Decline.

ED 144 239

Problems in Implementing Competency-Based Programs.

ED 144 243

Vocational Education on the Navajo Reservation: Present Status and Future Directions.

ED 143 886

Educational Programs

Alternatives in Program Development for Exceptional Children.

ED 144 264

Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.

ED 144 423

Development of Education in Iraq during 1974/75 and 1975/76.

ED 144 894

Educational Opportunities in the United States Army.

ED 143 916

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.

ED 144 960

A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools.

ED 144 232

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

ED 144 766

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

ED 144 223

Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.

ED 144 528

Problems in Implementing Competency-Based Programs.

ED 144 243

Putting Together a Guide to Proposal Development.

ED 144 170

Report on Educational Developments, 1974-1976. Mauritius.

ED 144 901

- Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975. ED 144 910
- State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976. ED 144 760

Educational Psychology

- The Psychology of Learning: Theory and Applications for Educators. ED 143 889

Educational Quality

- Faculty Evaluation in an Accountable World: How Do You Do It? ED 144 442

Educational Radio

- Status Report of Public Broadcasting 1977. ED 144 149

Educational Research

- Across the Great Divide: Teachers and Administrators Interpret Research Findings. ED 144 180
- After the Lights Come Up: Students Talk about Films. ED 144 119
- Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801
- Communication and Learning in Small Groups. ED 144 139//
- Current Issues in Child Development. ED 144 677//
- Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
- The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1. ED 144 222
- Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
- Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
- Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views. ED 144 789
- High/Scope Educational Research Foundation. Report 1975-76. ED 144 530
- How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications. ED 144 343
- The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8. ED 144 807
- School District Governance: How Democratic? Research Action Brief Number 3. ED 144 169
- Secondary Analysis: An Important Procedure for Educational Research. ED 144 964
- A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1. ED 144 859
- Using Research in School Reform. ED 145 013
- Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975. ED 143 882

Educational Researchers

- Secondary Analysis: An Important Procedure for Educational Research. ED 144 964

Educational Resources

- American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report. ED 144 767
- Assessing Resources. A Procedural Guide for the Resource Leader. Research & Develop-

- ment Series No. 119-D. Career Planning Support System. ED 143 870

- A Bibliography of Resources for Beginning Teachers of Technical Writing. ED 144 066

- In Defense of the Status Quo. ED 144 059

- The Design and Development of Educational Resources. ED 144 550

- Progress of Education in the United States of America 1974-75, 1975-76. ED 144 205

- Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867

Educational Satellite Communication

- Demonstration**
Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration. ED 144 570

Educational Specifications

- A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools. ED 144 232

Educational Strategies

- Cognitive Elaboration Learning Strategies. ED 144 953
- How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition. ED 143 777

Educational Supply

- The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper. ED 144 476
- Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities. ED 144 457

Educational Technology

- Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292

Educational Television

- The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach. ED 144 551
- Future Review of CAI and the Coming of Videodisk Technology. ED 144 526
- Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration. ED 144 570
- Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume II: Supporting Materials. ED 144 571
- Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement. ED 144 572
- Symposium: Perspectives on Formative Evaluation of Children's Television Programs. ED 144 978

Educational Testing

- How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1. ED 144 394

Educational Theories

- Composition Topics that Fructify. ED 144 093

Educational Trends

- Aerospace, Official Publication of the Aerospace Industries Association of America,

- Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America. ED 144 783

- Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3. ED 144 956

- Critical Issues in American Education. A Report. ED 144 178

- Development of Education in Japan, 1974-1976. ED 144 888

- Educational Activities in Turkey (1974/1975-1975/1976). ED 144 897

- The Educational Movement in France 1974/1976. ED 144 890

- La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976. ED 144 220

- Major Trends in Norwegian Education 1974-76: National Report. ED 144 882

- Moral Development and Ethical Decision-Making: Theory and Faddism. ED 144 868

- National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I-The Organisation and Structure of Education in Malta [And] Part II-Educational Development in Malta 1974-76. ED 144 880

- Progress of Education in the United States of America 1974-75, 1975-76. ED 144 205

- School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89. ED 144 236

- Secondary Education Reform: Retrospect and Prospect. ED 144 168

Education Amendments 1972 Title IX

- Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report. ED 144 228

Education For All Handicapped Children Act

- Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act. ED 144 294

Education Satellite Communications

- Demonstration**
Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Supporting Materials. ED 144 571
- Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement. ED 144 572

Education Vouchers

- The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test. ED 143 863

Effective Teaching

- Health Instruction: An Action Approach. ED 144 929//
- Talks with Teachers: Reflections on Early Childhood Education. ED 144 703//

Efficiency

- Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974). ED 144 242
- Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.

- Egocentrism**
The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1. ED 144 656
A Study of Egocentrism and Socialization. ED 143 941
- Electromechanical Aids**
Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//
- Electronic Data Processing**
Data Element Dictionary for Vocational Education. ED 143 842
Personal Privacy in an Information Society. Final Report. ED 144 554
- Electronic Equipment**
The Economical Feasibility of Installing a Book Detection System at Cottonwood High School. ED 144 603
- Elementary Education**
Appraisal, Children's Science Books, Vol. 10, No. 3. ED 144 830//
Boys in Primary School. ED 144 714
Elementary Schools and the Receipt of Compensatory Funds. ED 145 028
Insects. Hawaii Nature Study Project. ED 144 845
Parts of Plants. Hawaii Nature Study Project. ED 144 846
Reef and Shore. Hawaii Nature Study Project. ED 144 847
Safety Belt Activity Book: A Guide for Teachers of Grades K-6. ED 144 844
A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. ED 144 345//
Suggested Activities for Environmental Education in the Elementary Schools. ED 144 786
- Elementary School Curriculum**
Alcohol Education: A Teacher's Curriculum Guide for Grades K-6. ED 143 959
- Elementary School Mathematics**
1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II). ED 144 839
1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800
Activity-Based Learning in Elementary School Mathematics: Recommendations from Research. ED 144 840
Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801
Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812
How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7. ED 144 806
Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5. ED 144 804
Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised). ED 144 791
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition. ED 144 833
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition. ED 144 834
Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition. ED 144 835
Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition. ED 144 836
Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition. ED 144 837
Objective-Referenced Measure in Mathematics. Summary Report. ED 144 832
Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two. ED 144 813
Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9. ED 144 808
The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8. ED 144 807
MSG: The Making of a Curriculum. ED 144 792
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810
- Elementary Schools**
Schools Can Make a Difference. ED 145 034
- Elementary School Science**
Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin. ED 144 824
- Elementary School Students**
Circumstances Which Facilitate Children's Recognition of Moving People. ED 144 723
A Developmental Group Counseling Program for Elementary Schools. ED 143 968
Relationship Between Performance Based and Observer Based Measures of Hyperactivity. Trends in Research with Hyperactive Children. ED 144 965
Suggestive Data Concerning the Stability of the McCarthy Scales. ED 144 968
The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945
- Elementary School Teachers**
Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores. ED 144 947
- Elementary Secondary Education**
Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership. ED 144 521
Compensatory Education Services. ED 145 061
Data-Based Program Modification: A Manual. ED 144 270
Digest of Education Statistics, 1976 Edition. ED 144 248
Dissemination in Relation to Elementary and Secondary Education. Final Report. ED 144 540
- Elements of the Structure and Terminology of Agricultural Education in Japan. ED 143 766
Environmental Education for Teachers and Resource People. ED 144 794
An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371
Man in His World. ED 144 790
Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977. ED 145 063
Science Objectives and their Implications Concerning Classroom Teaching. ED 144 798
Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779
A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education. ED 144 785
- Elementary Secondary Education Act Title I**
Administration of Compensatory Education. A Report. ED 144 208
Compensatory Education Services. ED 145 061
Controversies in the Evaluation of Compensatory Education. ED 145 011
Elementary Schools and the Receipt of Compensatory Funds. ED 145 028
Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One. ED 145 017
A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026
Summaries of Major Title I Evaluations, 1966-1976. ED 145 012
Title I, 1965-1975: Synthesis of the Findings of Federal Studies. ED 145 010
Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681. ED 144 987
- Elementary Secondary Education Act Title III**
Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary. ED 144 960
Massachusetts Educational Innovators in Action: "The Process for the Product." ED 144 183
- El Paso Community College TX**
Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report. ED 144 943
- Emergency School Aid Act**
National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976. ED 145 062
Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977. ED 145 063
- Emotional Adjustment**
Psychological Adjustment and Homosexuality. ED 143 983//
- Emotionally Disturbed Children**
Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology. ED 144 700
- Emotional Problems**
The Child with Spina Bifida.

- ED 144 315//
Empirical Research
 An Aesthetic Theory of School Vandalism. Discussion Papers 419.
 ED 145 036
- Employee Attitudes**
 Participative Decision Making: An Annotated Bibliography.
 ED 143 985//
- Employees**
 A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah.
 ED 144 605
- Employer Attitudes**
 A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
 ED 143 879
- Employer Employee Relationship**
 The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32.
 ED 144 473
 Management by Objectives: A Tool for Accountability.
 ED 143 788
 The Rodda Act—One Year Later.
 ED 144 262
 What Every Taxpayer Should Know About Collective Bargaining.
 ED 144 260//
- Employment**
 Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped.
 ED 144 338
 A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.
 ED 144 510
 The Work Ethic in Career Education Materials.
 ED 143 778
 Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.
 ED 144 850
 Work Values of University Students: An Analysis by Ethnic Groups and Sex.
 ED 144 849
- Employment Level**
 The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
 ED 143 854
 Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.
 ED 143 800
- Employment Opportunities**
 Career Profiles in Forestry, Conservation, Ecology, Environmental Management.
 ED 143 860
 Developing Indian Employment Opportunities.
 ED 144 756
 Job Opportunities for People Who Know Foreign Languages.
 ED 144 375
 Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped.
 ED 144 338
 Window Dressing on the Set: Women and Minorities in Television
 ED 144 115
- Employment Potential**
 The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers.
 ED 143 862
 Middle-Aged Job-Losers.
 ED 143 864
- Employment Practices**
 Affirmative Action and the New York City Public School System.
 ED 145 025//
 Affirmative Action Policy and Program Manual. [Revised]
 ED 144 645
 Selection and Certification in Education and Employment.
 ED 144 828
- ED 144 181
 Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.
 ED 143 884
- Employment Problems**
 Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.
 ED 143 884
- Employment Programs**
 An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.
 ED 143 857
 Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.
 ED 144 759
 Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.
 ED 143 847
 Public Employment and Training Assistance: Alternative Federal Approaches.
 ED 143 861
- Employment Projections**
 Health Manpower Literature. Volume 1. Number 1.
 ED 143 825
- Employment Services**
 Bridges to Work: International Comparison of Transition Services.
 ED 143 853
- Employment Statistics**
 Maintenance and Development of the California Manpower Management Information System. Final Report.
 ED 143 881
 A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.
 ED 143 808
- Employment Trends**
 Part-Time Faculty in 2-Year Colleges.
 ED 144 650
 Supply and Demand for Scientists and Engineers. A Review of Selected Studies.
 ED 144 831
 Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970.
 ED 144 731
- Enabler Model**
 Talks with Teachers: Reflections on Early Childhood Education.
 ED 144 703//
- Energy**
 Energy Conservation on Campus. Volume I. Guidelines.
 ED 144 460
- Energy Conservation**
 Energy and Education Handbook.
 ED 144 261
 Energy Conservation.
 ED 144 240//
 Energy Conservation in Buildings—A Human Factors/Systems Viewpoint. NBS Building Science Series 88.
 ED 144 249
 Energy Conservation on Campus. Volume I. Guidelines.
 ED 144 460
 Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views.
 ED 144 789
 Solar Energy in America's Future, A Preliminary Assessment.
 ED 144 828
- Energy Research and Development Administration**
 Solar Energy in America's Future, A Preliminary Assessment.
 ED 144 828
 Technical Books & Monographs, 1977 Catalog.
 ED 144 795
- Engineering Education**
 An Assessment of Educational Needs for the Department of Civil and Environmental Engineering.
 ED 144 782
 The Black Community and Professional Education: A Pilot Program in Institutional Financing.
 ED 145 040
 Directory of Organizations in Engineering Programs for Minorities.
 ED 144 797
 National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.
 ED 144 796
 Structural Design with Individualized Instruction.
 ED 144 569
 A Study of Engineering Students.
 ED 144 456
- Engineers**
 Supply and Demand for Scientists and Engineers. A Review of Selected Studies.
 ED 144 831
- English**
 Comments and Exercises on Historical Linguistics.
 ED 144 086
 De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.
 ED 144 359
 Racism in the English Language.
 ED 144 080
 Temporal Analysis of English and Spanish Narratives.
 ED 144 369
- English (Second Language)**
 Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1.
 ED 144 406
 Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.
 ED 144 407
 Chinese Children's Songs.
 ED 144 387
 Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1.
 ED 144 417
 A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970–December 31, 1973. Final Project Report.
 ED 143 773
 Developmental Program: A Better Opportunity. Cochise College.
 ED 144 639
 Developmental Studies Program: Cochise College, 1971-1977.
 ED 144 638
 Effective Techniques for English Conversation Groups.
 ED 144 355//
 The English-as-a-Second-Language Child's Learning of Grammar and Syntax.
 ED 144 346
 Language Assessment Identifying LESA's.
 ED 144 415
 Language Needs of Minority Group Children. Learners of English As a Second Language.
 ED 144 370//
 Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1.
 ED 144 412
 Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1.
 ED 144 405
 Notes on the Acquisition of Interrogative-Word Questions.
 ED 144 377
 Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1.

- Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. ED 144 409
- Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. ED 144 403
- Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1. ED 144 398
- Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977. ED 144 395
- Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English). ED 144 414
- Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 361
- TESL Reporter, Vol. 10, No. 4. ED 144 381
- Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3). ED 144 182
- Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1. ED 144 399
- Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385
- English Curriculum**
- Language Arts Instruction K-12. ED 144 064
- Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation. ED 144 104
- English Departments**
- Cooperative Education: An Alternative for English Majors. ED 144 100
- English Education**
- Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning. ED 143 999
- English Instruction**
- A Bibliography of Resources for Beginning Teachers of Technical Writing. ED 144 066
- Career Development Curriculum for English Teachers. ED 144 069
- Case Grammar and the Elementary School Language Arts Curriculum? ED 144 075
- Comments and Exercises on Historical Linguistics. ED 144 086
- Composition Topics that Fructify. ED 144 093
- Focus on Literature for Children and Young Adults. ED 144 095
- An Ideabook for Newspaper-Related Materials. ED 144 070
- Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076
- Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else. ED 144 019
- Instructional Strategies for Teaching Writing. ED 144 077
- Inventing and Playing Games in the English Classroom: A Handbook for Teachers. ED 144 065
- Issue on Censorship. ED 144 074
- Language Levels in Writing and Speaking. ED 144 151
- "Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors. ED 144 106
- Planning the Remedial Composition Curriculum. ED 144 089
- Questions English Teachers Ask. ED 144 107//
- On Rhetorical Autonomy. ED 144 079
- The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
- Rhetoric and Composition: An Overview. ED 144 102
- Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060
- Some Recent Perspectives on Research in Language and Literature. ED 144 062
- Sport in the Composition Class. ED 144 094
- Storytelling: Oral Interpretation in the Senior High School. ED 144 091
- Teaching Science Fiction to Science and Technology Majors. ED 144 048
- Teaching the Basics—Really! Classroom Practices in Teaching English, 1977-1978. ED 144 105
- Understanding Language: A Primer for the Language Arts Teacher. ED 144 108//
- Writing. ED 144 061
- The Writing Staff as Faculty Compost Pile. ED 144 067
- English Programs**
- The Affective Goals of Continuing Education. ED 144 101
- Cooperative Education: An Alternative for English Majors. ED 144 100
- Enrichment Programs**
- A Response to the Needs of Rural Gifted and Talented Youth. ED 144 303
- Enrollment**
- Compendium of Selected Data & Characteristics, 1976-1977. ED 144 664
- Fall Enrollment in Higher Education, 1975. Summary Report. ED 144 451
- Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series. ED 144 820
- How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. ED 144 300
- Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. ED 144 661
- Enrollment Influences**
- Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report. ED 143 786
- National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. ED 144 989
- Enrollment Projections**
- Declining Enrollment: Implications for South Carolina School Districts. ED 144 254
- Five-Year Projection of Fine Arts Course Enrollment at Amherst College. ED 144 462
- School Enrollment Projections. A Report. ED 144 259
- Enrollment Trends**
- California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education. ED 144 628
- College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 471
- College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 470
- Jefferson Township Schools Study. ED 144 188
- Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21. ED 144 225
- Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446. ED 144 224
- Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education. ED 144 453
- School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90. ED 144 237
- A Study of the Catholic Elementary Schools in Greater Cincinnati. ED 144 187
- A Study of Thirteen Catholic High Schools in Greater Cincinnati. ED 144 186
- Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976. ED 144 660
- Entomology**
- Insects. Hawaii Nature Study Project. ED 144 845
- Entry Workers**
- Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report. ED 143 982//
- Health Occupations. Nursing Assistant. ED 143 779
- A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783
- Environmental Education**
- A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist. ED 144 827
- Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//
- A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs. ED 144 332
- Energy and Education Handbook. ED 144 261
- Environmental Education for Teachers and Resource People. ED 144 794
- Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition. ED 144 799
- Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views. ED 144 789
- Home Brew Salinity Measuring Devices: Their Construction and Use. ED 144 838
- Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin. ED 144 824
- Man and Environment Teaching Alternatives. ED 144 826
- Man in His World. ED 144 790
- Solar Energy in America's Future, A Preliminary Assessment. ED 144 828
- Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779
- Suggested Activities for Environmental Education in the Elementary Schools. ED 144 786
- Suggested Activities for Environmental Education in the Secondary Schools. ED 144 787
- A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education. ED 144 785

- Wausau District Public Schools Outdoor Education Camp Director's Manual. ED 144 825

Environmental Influences

- A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits. ED 143 892
- Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service. ED 143 980//
- Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools. ED 143 939

Environmental Research

- Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//

Equal Education

- Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report. ED 144 228
- Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography. ED 144 871
- Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act. ED 144 294
- A Guide to Information on Equal Educational Opportunity. ED 145 060
- National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976. ED 145 062
- National Report on Development of Education, 1974-1976: Malaysia. ED 144 876
- Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977. ED 145 063
- Sourcebook of Equal Educational Opportunity. Second Edition. ED 145 064//
- Women's Educational Equity Act. First Annual Report, September 30, 1976. ED 143 935

Equality (Mathematics)

- Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805

Equalization Aid

- Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report. ED 144 253

Equal Opportunities(Jobs)

- A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C. ED 144 472

Equated Scores

- Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976. ED 144 994
- Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976. ED 144 996
- Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-21 January 1977. ED 145 000

ERIC

- A Guide to Information on Equal Educational Opportunity. ED 145 060

Error Analysis (Language)

- Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977) ED 144 342
- Notes on the Acquisition of Interrogative-Word Questions. ED 144 377
- Reading in a Second Language. Occasional Papers on Linguistics, No. 1. ED 144 397
- Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1. ED 144 399

Estimated Costs

- A Policy Information System for Vocational Education. ED 143 834
- Preliminary Long-Range Planning Model. ED 143 836

Ethical Behavior

- The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918

Ethical Instruction

- A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues. ED 144 917

Ethical Values

- Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions. ED 144 699
- The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research. ED 143 918

Ethics

- Ethical Issues in Working with Young Children. ED 144 681
- The Ethics of Teaching and Scientific Research. ED 144 493//
- Moral Development and Ethical Decision-Making: Theory and Faddism. ED 144 868

Ethnic Distribution

- Hispanic Organizational Interest in Language Maintenance. ED 144 362

Ethnic Groups

- Educational and Occupational Aspirations and Expectations of Black and White College Students. ED 144 909
- Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights. ED 144 326
- Linguistic Aspects of Emigrant Children. ED 144 340
- Paraprofessionals--Changes in Minority Group Women After Four Years of College. ED 143 914
- The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round. ED 144 870
- In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855
- Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
- Sourcebook of Equal Educational Opportunity. Second Edition. ED 145 064//

Ethnic Studies

- Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement. ED 144 862
- The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And]

- Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book. ED 144 914

- The Filipino Family. Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report. ED 144 864

- Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings. April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland. ED 144 863

- In Praise of Diversity: Multicultural Classroom Applications. ED 144 854

- Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867

- A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//

- A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools. ED 145 015

- The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aanee.... ED 144 915

Etiology

- Child Abuse: From Research to Remediation. ED 144 314
- The Child with Spina Bifida. ED 144 315//
- Learning Disabilities: An Interdisciplinary Perspective. ED 144 323

Europe

- The Intra-European Mobility of Undergraduate Students. ED 144 455

European History

- A Multicultural Social Studies Series. Book 1. Europe. ED 144 389

Euthanasia

- Euthanasia Acceptance: An Attitudinal Inquiry. ED 143 919

Evaluation

- Classroom Practice in Reading. ED 144 013
- Grants Peer Review Report to the Director, NIH, Phase I, Volume 1. ED 144 784
- Librarians and Academic Status: A Position Paper. ED 144 585
- National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976. ED 145 062
- New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV. ED 144 829
- Objective-Referenced Measure in Mathematics. Summary Report. ED 144 832
- An Open Education Perspective on Evaluation. ED 144 942
- Project Evaluation Report. ED 144 644
- A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21. ED 144 841
- Selection and Evaluation of Alternative Teaching Methods in Higher Education. ED 144 587

The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs.

ED 144 903

Evaluation Criteria

Consideration of Alternative Educational Systems.

ED 143 845

Criterion Referenced Education Associated to Evaluation (CREATE).

ED 144 724

Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1.

ED 144 410

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

ED 144 981

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Kentucky Quality Education Study: 1974-75. Technical Report.

ED 144 176

National Information Policy.

ED 144 623

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

ED 144 954

An Open Education Perspective on Evaluation.

ED 144 942

Presidential Evaluation.

ED 144 643

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

ED 144 104

Setting and Evaluating Competency Standards for Awarding High School Diplomas.

ED 144 977

Evaluation Methods

The Design of Career Education Evaluations in 1975-76.

ED 143 852

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

ED 143 813

Evaluating Innovation. An Occasional Report on Innovation.

ED 144 502

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

ED 144 981

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

ED 144 617

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.

ED 145 017

Grants Peer Review Report to the Director, NIH, Phase I, Volume I.

ED 144 784

An Instructional System Design for Vocational Education.

ED 143 888

A Manual for Assessing Open-Ended Statements of Concern About an Innovation.

ED 144 207

A Model for Testing Rival Hypotheses in Longitudinal Social Problems.

ED 144 966

New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.

ED 144 829

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

ED 144 954

An Open Education Perspective on Evaluation.

ED 144 942

Project Evaluation Report.

ED 144 644

Research and Applied Theory in Special Education: Conversations with the Experts.

ED 144 268

A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education.

ED 144 739

Teachers of Composition and Needed Research in Discourse Theory.

ED 144 063

Title I, 1965-1975: Synthesis of the Findings of Federal Studies.

ED 145 010

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

ED 143 846

Western Michigan University Program Review System. Initial Design.

ED 144 536

Evaluation Needs

Evaluating Innovation. An Occasional Report on Innovation.

ED 144 502

Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.

ED 145 017

Psychological and Educational Assessment of Minority Children.

ED 145 021//

Tailoring A Testing Program to the Needs of Varied Users.

ED 144 951

Evaluators

Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation.

ED 145 001

Exchange Programs

Governmental Objectives in Exchanges of Persons Programs.

ED 144 856

Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised.

ED 143 848

Expectation

Children's Expectancy of Criticism for Classroom Achievement Efforts.

ED 143 944

Educational and Occupational Aspirations and Expectations of Black and White College Students.

ED 144 909

Expectations of Beginning Counselors.

ED 143 994

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.

ED 143 940

Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores.

ED 144 947

Expenditures

University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.

ED 144 425

Experience

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.

ED 144 042

Experience Based Career Education

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

ED 143 775

Experiential Learning

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

ED 144 517

Experimental Curriculum

Boys in Primary School.

ED 144 714

Experimental Programs

Across the Great Divide: Teachers and Administrators Interpret Research Findings.

ED 144 180

The Pathways and Pitfalls to Instructional Improvement.

ED 144 445

Subject Access Project. Second Quarterly Progress Report.

ED 144 527

Experiments

The Ethics of Teaching and Scientific Research.

ED 144 493//

Experiments in Art and Technology NY

The Artists' Expertise for Communication Planning.

ED 144 133

Expository Writing

Gobbledygook Has Gotta Go.

ED 144 073

Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English.

ED 144 060

Expulsion

School Dropouts or Student Pushouts?: A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.

ED 143 898

Extended Family

Implications of Change in Mexican American Families.

ED 144 726

Extended School Year

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

ED 144 250

Extension Education

SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977.

ED 144 741

External Degree Programs

Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling.

ED 144 459

Facility Case Studies

Jefferson Township Schools Study.

ED 144 188

Facility Planning

Career Resource Centers.

ED 143 883

Facility Requirements

Energy Conservation in Buildings-A Human Factors/Systems Viewpoint. NBS Building Science Series 88.

ED 144 249

The Neglected Majority: Facilities for Commuting Students. A Report.

ED 144 214

Facility Utilization Research

Jefferson Township Schools Study.

ED 144 188

Factor Analysis

Communication Network Analysis Methods.

ED 144 117

Faculty

Faculty Appointments.

ED 144 466

Union Rights.

ED 144 465

Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus.

ED 144 461

Faculty Advisors

"On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.

ED 144 098

Faculty Development

Developing Staff Potential. New Directions for Community Colleges, Number 19.

ED 144 627

Faculty Development in Perspective: A Systems Concept.

ED 144 444

- Faculty Evaluation in an Accountable World: How Do You Do It?**
ED 144 442
- The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door.**
ED 144 630
- The Pathways and Pitfalls to Instructional Improvement.**
ED 144 445
- From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.**
ED 144 446
- A View from the Top Looking Sideways: Professional Schools and Professional Development.**
ED 144 443
- Faculty Evaluation**
Faculty Evaluation in an Accountable World: How Do You Do It?
ED 144 442
- Student Evaluation of Co-Curricular Production Activity.**
ED 144 159
- A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation.**
ED 144 110
- Faculty Handbooks**
Handbook for Faculty and Staff. Kentucky Wesleyan College.
ED 144 509
- Faculty Organizations**
Union Rights.
ED 144 465
- Faculty Promotion**
Affirmative Action in Employment in Higher Education.
ED 144 518
- Faculty Recruitment**
Affirmative Action in Employment in Higher Education.
ED 144 518
- Faculty Workload**
An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College.
ED 144 633
- Failure Factors**
Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.
ED 145 030
- Family (Sociological Unit)**
Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.
ED 144 336
- The Family as a Living Open System: An Emerging Conceptual Framework.**
ED 143 921
- The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report.**
ED 144 864
- Implications of Change in Mexican American Families.**
ED 144 726
- A New Look at Black Families.**
ED 145 020//
- Rural Family Development: A Delivery System for Social Programs.**
ED 144 755
- Family Background**
The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
ED 143 854
- Margados: A Marc-Like Format for Genealogy with Provision for Documentation.**
ED 144 600
- Family Characteristics**
A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures.
ED 144 374
- Internal and External Family Support Patterns that Promote Stability in Black Families.**
ED 145 019
- Family Day Care**
Extended Family Center 1972-1975. Final Report.
ED 144 339
- Family Educational Rights and Privacy Act 1974**
An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.
ED 144 198
- Family Environment**
A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures.
ED 144 374
- A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits.**
ED 143 892
- The Family as a Living Open System: An Emerging Conceptual Framework.**
ED 143 921
- The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.**
ED 144 955
- Family Health**
Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice.
ED 143 891
- Family Income**
Verifying Parents' Financial Information: A Guide for Financial Aid Administrators
ED 144 497
- Family Life**
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide.
ED 144 688
- Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment.**
ED 143 978
- Family Nursing**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.
ED 144 745
- Family Planning**
Literacy and World Population. Population Bulletin No. 2, Vol. 30.
ED 144 096
- Predictors of Attitudes toward Childlessness.**
ED 144 908
- Family Problems**
The Child with Spina Bifida.
ED 144 315//
- Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.**
ED 144 336
- Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents.**
ED 143 901
- Family Relationship**
Family Interaction in Early Adolescence.
ED 143 925
- Family School Relationship**
Oakie Lucy: On Community Involvement. Instructional Module IV.
ED 144 696
- Family Stability**
Internal and External Family Support Patterns that Promote Stability in Black Families.
ED 145 019
- Family Structure**
Internal and External Family Support Patterns that Promote Stability in Black Families.
ED 145 019
- Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706.**
ED 144 761
- Fantasy**
Fantasy in Literature.
ED 144 097
- A Look at the Modern Fantasy Currently Available to Young Readers.**
ED 144 109
- Suicidal Fantasies and Positive/Negative Effects.**
ED 143 938
- Farmers**
Successful Black Farmers: Factors in Their Achievement.
ED 145 038
- Feasibility Studies**
The Economical Feasibility of Installing a Book Detection System at Cottonwood High School.
ED 144 603
- The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.**
ED 143 863
- Federal Aid**
The Impact of the Basic Grant Program on the States.
ED 144 431
- Putting Together a Guide to Proposal Development.**
ED 144 170
- University Relationships with Other R&D Performers.**
ED 144 468
- Federal Government**
Aerospace, Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.
ED 144 783
- The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.**
ED 144 422
- Public Management of Science Case Studies.**
ED 144 821
- A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976).**
ED 144 217
- Wahung - Our Tomorrows.**
ED 144 773//
- Federal Legislation**
An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.
ED 143 857
- An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.**
ED 144 198
- Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report.**
ED 144 228
- Current Trends in Government Patent Policy.**
ED 144 428
- Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act.**
ED 144 294
- Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA).**
ED 144 646
- Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.**
ED 144 938
- The President's Message on Public Broadcasting.**
ED 144 152
- A Primer on Laws Important to Alaska Native Education.**
ED 144 747
- The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act.**
ED 144 818

230 Subject Index

Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975.

ED 144 735//
Vocational Education on the Navajo Reservation: Present Status and Future Directions.

ED 143 886
Women's Educational Equity Act. First Annual Report, September 30, 1976.

ED 143 935

Federal Programs

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.

ED 143 857
Aerospace, Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.

ED 144 783
Citizen Participation: A Review and Commentary of Federal Policies and Practices.

ED 144 219
Citizen Participation: The Local Perspective.

ED 144 218
Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.

ED 143 847
The Impact of the Basic Grant Program on the States.

ED 144 431
Multicultural/Bilingual Division Fiscal Year 1977-Fiscal Year 1978 Program Plan.

ED 144 865
Public Employment and Training Assistance: Alternative Federal Approaches.

ED 143 861
Public Management of Science Case Studies.

ED 144 821
A Report of the Commission on Federal Paperwork. Education.

ED 144 203
Social Security Benefits for Students. Background Paper.

ED 144 519
Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

ED 144 987

Federal Role

Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976.

ED 144 429

Federal State Relationship

Administration of Compensatory Education. A Report.

ED 144 208

Feedback

Children's Expectancy of Criticism for Classroom Achievement Efforts.

ED 143 944
Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975.

ED 144 995
Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores.

ED 144 947
Teacher Verbal Feedback during Primary Basal Reading Instruction.

ED 144 047

Fees

Basic Student Charges 1972-73 and 1973-74.

ED 144 507

Females

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

ED 144 467
The Chicana Feminist.

ED 144 768//
A Comparison of the Processes of Earning Achievement of Black and White Married Females.

ED 143 890

Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.

ED 143 800
An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography.

ED 144 438
Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli.

ED 143 954
Intellectual Freedom and Racism.

ED 145 022
Leadership and Women in Organizations.

ED 143 986//
A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.

ED 143 878
Paraprofessionals--Changes in Minority Group Women After Four Years of College.

ED 143 914
A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C.

ED 144 472
Redundancy of Behavioral Information in Dating.

ED 143 931
Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.

ED 143 899
The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974.

ED 143 976
Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.

ED 143 884
Sex Discrimination in Education: A Literature Review and Bibliography.

ED 144 976
A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.

ED 143 808
Window Dressing on the Set: Women and Minorities in Television

ED 144 115
Women in Media: A Documentary Source Book.

ED 144 141//
Women's Educational Equity Act. First Annual Report, September 30, 1976.

ED 143 935
Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970.

ED 144 731

Feminism

The Chicana Feminist.

ED 144 768//
Oracle or Monacle: Research Concerning Attitudes Toward Feminism.

ED 143 991//
Post Separation Adjustment and Women's Liberation.

ED 143 908

Fiction

A Look at the Modern Fantasy Currently Available to Young Readers.

ED 144 109

Field Dependence Independence

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946
A Summary of Selected Research on Cognitive and Perceptual Variables.

ED 145 003

Field Experience Programs

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

ED 144 517
Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.

ED 144 934

Field Studies

Methods for Maximizing the Validity of Experiments on Teaching.

ED 144 979

Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2.

ED 144 971
Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.

ED 144 970

Field Trips

The Role of the Cultural Institution in Reading through the Arts and Humanities.

ED 144 032

Filipino Americans

The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report.

ED 144 864

What is Filipino?

ED 145 005

Fillmore (Charles)

Case Grammar and the Elementary School Language Arts Curriculum?

ED 144 075

Film Criticism

Film: Interdisciplinary Approaches to Theory and Teaching, Part Two.

ED 144 112

Film Industry

Directory of the Florida Motion Picture and Television Industry.

ED 144 553

Documentary Elements in Early Films.

ED 144 122
Film: Interdisciplinary Approaches to Theory and Teaching, Part One.

ED 144 111

Filmographies

Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977.

ED 144 299

Films for Childhood Educators.

ED 144 574
Guides to Educational Media Software. Educational Media Information Series, Volume One.

ED 144 531

Film Production

Documentary Elements in Early Films.

ED 144 122

Films

An Adjective Rating Scale for Film Previews.

ED 144 157
After the Lights Come Up: Students Talk about Films.

ED 144 119
Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977.

ED 144 299
The Communications Revolution: A History of Mass Media in the United States.

ED 144 082//
Documentary Elements in Early Films.

ED 144 122
Film: Interdisciplinary Approaches to Theory and Teaching, Part One.

ED 144 111
Film: Interdisciplinary Approaches to Theory and Teaching, Part Two.

ED 144 112
Working in the Film Archives.

ED 144 142

Film Study

After the Lights Come Up: Students Talk about Films.

ED 144 119
Documentary Elements in Early Films.

ED 144 122
Film: Interdisciplinary Approaches to Theory and Teaching, Part One.

ED 144 111
Film: Interdisciplinary Approaches to Theory and Teaching, Part Two.

ED 144 112
Teaching a Course on the Informational Film.

ED 144 161
Working in the Film Archives.

ED 144 142

Finance Reform

- Legislative Control of State Finance.
ED 144 234

Financial Policy

- Funding Small Elementary Schools Under the Florida Education Finance Program Law.
ED 144 164
- The Investment of School Funds, 1976.
ED 144 201
- Legislative Control of State Finance.
ED 144 234

Financial Problems

- Declining Enrollment Conference Report.
ED 144 229
- Maintaining Excellence in the Management of Decline.
ED 144 239
- Teaching Assistants in the New Century.
ED 144 092

Financial Support

- A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.
ED 144 317
- Compendium of Selected Data & Characteristics, 1976-1977.
ED 144 664
- Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.
ED 144 698
- Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4.
ED 144 244
- The President's Message on Public Broadcasting.
ED 144 152
- Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.
ED 144 114
- Verifying Parents' Financial Information: A Guide for Financial Aid Administrators
ED 144 497

Fine Arts

- Communication Arts Curriculum: A Model Program. Revised.
ED 144 088
- Five-Year Projection of Fine Arts Course Enrollment at Amherst College.
ED 144 462

Finland

- Educational Development in Finland, 1974-1976.
ED 144 889

Fire Protection

- Fire and Children: Learning Survival Skills.
ED 144 720

First Amendment

- [Report from the Student Press Law Center.]
ED 144 053

Five Colleges Incorporated

- Five-Year Projection of Fine Arts Course Enrollment at Amherst College.
ED 144 462

Flexible Scheduling

- A Flexible Scheduling Approach.
ED 144 179
- Maximizing the Effective Use of School Time by Teachers and Students.
ED 144 932

Florida Statewide Assessment Program

- Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.
ED 144 948

Fluoridation

- Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools.
ED 144 928

Followup Studies

- An Analysis of Step-In/Step-Out Students at Valencia Community College.
ED 144 634
- Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report.
ED 144 943

- Initial Job Placement for JCCC Career Students, Classes of 1973-1976.
ED 144 666

Food

- Food in the Schools, Part I. Options in Education, Program #75.
ED 145 009
- Food Sharing: An Evolutionary Perspective.
ED 144 913
- National Advisory Council on Child Nutrition 1976 Annual Report.
ED 145 037

Food Standards

- Food in the Schools, Part I. Options in Education, Program #75.
ED 145 009

Ford Foundation

- Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.
ED 144 114

Forecasting

- Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3.
ED 144 956

Foreign Countries

- The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.
ED 144 484
- Communication and Rural Development.
ED 144 158//
- Current Work on Telecommunications Policies and Structures.
ED 144 134
- Developing Staff Potential. New Directions for Community Colleges, Number 19.
ED 144 627
- Early Childhood Care and Education: Objectives and Issues.
ED 144 704
- Education for the Professions.
ED 144 494//
- European Universities--The Unfinished Revolution. Yale Higher Education Program Working Paper.
ED 144 485
- The Intra-European Mobility of Undergraduate Students.
ED 144 455
- Legal Questions of the Application of Microfilms.
ED 144 625
- Legislating German University Structure: The Politics of Tradition in Heise, 1960-1966. Yale Higher Education Program Working Paper.
ED 144 478
- Literacy and World Population. Population Bulletin No. 2, Vol. 30.
ED 144 096
- Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.
ED 144 895
- News Values and Socio-Economic Priorities.
ED 144 131
- Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975.
ED 144 452
- Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.
ED 144 528
- Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper.
ED 144 489
- Problems of Social Science Research at Smaller Canadian Universities.
ED 144 441
- Recent and Proposed Changes in Broadcasting Structures.
ED 144 130
- Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper.
ED 144 479
- Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.
ED 144 916

- The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.
ED 144 477

- The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.
ED 144 483

- The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.
ED 144 486

- The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.
ED 144 476

- Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79.
ED 144 495//

- A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2. Sydney University (Australia) Student Counselling Service.
ED 144 515

- [Theme Issue: Communications Satellites.]
ED 144 147

- University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.
ED 144 488

Forensic Science

- Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.
ED 144 423

Forestry

- Career Profiles in Forestry, Conservation, Ecology, Environmental Management.
ED 143 860

Foster Homes

- Invisible Institution: Adult Foster Care in the U.S.A.
ED 143 937

Foundation Programs

- Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.
ED 144 114

France

- The Educational Movement in France 1974/1976.
ED 144 890
- Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper.
ED 144 479

Frazier (E Franklin)

- A New Look at Black Families.
ED 145 020//

Freedom of Information Act

- The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act.
ED 144 818

Freedom of Speech

- Freedom of Speech Newsletter, Volume 3, Number 3, June 1977.
ED 144 136
- "On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.
ED 144 098
- [Report from the Student Press Law Center.]
ED 144 053

Free Enterprise

- Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.
ED 144 993

French

- Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7.
ED 144 360
- De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.
ED 144 359

232 Subject Index

- Lexique Mandingue-Francais** (Mandinka-French Lexicon).
ED 144 352
- Freshmen**
Student Adaptation to High School Social Groupings and Normative Environments.
ED 143 929
- Fringe Benefits**
Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.
ED 144 938
- Fuel Consumption**
Energy Conservation on Campus. Volume I. Guidelines.
ED 144 460
- Full State Funding**
Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report.
ED 144 253
- Functional Reading**
The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001
Reading Skills and Activities for the Adult.
ED 144 000
- Fundamental Concepts**
Autonomy In Education: A Research Approach.
ED 144 940
Values Concepts and Techniques.
ED 144 904//
- Fused Curriculum**
Career Education in Higher Education. An Infusion Model.
ED 143 814
How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition.
ED 143 777
- Futures (of Society)**
Aerospace. Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.
ED 144 783
An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000.
ED 143 903
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976).
ED 144 657
Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3.
ED 144 956
Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.
ED 144 421
Medical Education and the Contemporary World.
ED 144 508
Perspectives for the Future System of Higher Education.
ED 144 449
Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.
ED 144 453
Teaching Assistants in the New Century.
ED 144 092
TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.
ED 144 537
- Games**
Creative Games for Learning: Games for Parents and Teachers to Make.
ED 144 302//
- Game Theory**
A Game Plan for Teaching Logic.
ED 144 672
- Genealogy**
Margados: A Marc-Like Format for Genealogy with Provision for Documentation.
ED 144 600
- General Education**
An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.
ED 143 774
The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students.
ED 144 318
- Genetics**
Research on Disorders of the Mind. Progress & Prospects.
ED 144 327
- Geographic Regions**
An Environmental Handbook of the Marble Area.
ED 144 753
- Geography Instruction**
Evaluating the Geography Curriculum. Geography for Teachers Series.
ED 144 905//
- Geology**
An Environmental Handbook of the Marble Area.
ED 144 753
- Geometry**
A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21.
ED 144 841
- Geriatrics**
Developments in Aging: 1976. Part 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.
ED 143 894
- German**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
ED 144 344
Bilingualism in Alsace: An Associationist Approach to "Competence." York Papers in Linguistics, No. 7.
ED 144 360
Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977.
ED 144 413
Reverse Dictionary of Modern German.
ED 144 393
- German Literature**
Literature in Translation: Meeting the Challenges.
ED 144 391
- Gerontology**
Developments in Aging: 1976. Part 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.
ED 143 894
Gerontology: An Annotated Bibliography and Supplement.
ED 143 911
Get KWIC Help: An Information Service to Assist Trainers in Aging.
ED 143 912
Measuring Perceptions of Aging Across Social Strata.
ED 143 955
Planning for the Aging: A Manual of Practical Methods.
ED 143 956
- Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976).
ED 145 031
- Gifted**
Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach.
ED 144 263
A Response to the Needs of Rural Gifted and Talented Youth.
ED 144 303
- Global Approach**
Major Issues of the World Administrative Radio Conference 1979.
ED 144 127
Spreading Deserts--The Hand of Man. World-watch Paper 13.
ED 144 861
- Glossaries**
Driving in Spanish for American Tourists.
ED 144 367
Lexique Mandingue-Francais (Mandinka-French Lexicon).
ED 144 352
- Goldberg (P A)**
Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.
ED 144 006
- Goss v Lopez**
Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights.
ED 144 084
- Governance**
About Administration and Governance.
ED 144 631
Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees.
ED 144 595
Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975.
ED 144 735//
School District Governance: How Democratic? Research Action Brief Number 3.
ED 144 169
The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.
ED 144 477
The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper.
ED 144 482
The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.
ED 144 483
The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.
ED 144 486
Union Rights.
ED 144 465
- Governing Boards**
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35.
ED 144 514
Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees.
ED 144 595
- Government Employees**
Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations.
ED 144 215//
- Government Libraries**
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976.
ED 144 584
The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976.
ED 144 583
- Government Publications**
Gobbledygook Has Gotta Go.
ED 144 073

- Handbook of Common Poisonings in Children. ED 144 708
 State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents. ED 144 632
- Government Role**
 Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely. ED 144 679//
 Communication Research and Instruction for an Uncertain Tomorrow. ED 144 154
 Current Trends in Government Patent Policy. ED 144 428
 Early Childhood Care and Education: Objectives and Issues. ED 144 704
 Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property. ED 144 427
 Governmental Objectives in Exchanges of Persons Programs. ED 144 856
 International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C. ED 144 135
 The President's Message on Public Broadcasting. ED 144 152
 Public Employment and Training Assistance: Alternative Federal Approaches. ED 143 861
 Refocusing Government-Communications Policy. ED 144 137
 A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976). ED 144 217
- Government School Relationship**
 The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper. ED 144 483
- Grade 9**
 Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey. ED 143 933
- Grade Point Average**
 Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement. ED 143 928
 A Study of Engineering Students. ED 144 456
 A Validity Study of Admission Criteria for Masters Students in a Reading Program. ED 144 035
- Grades (Scholastic)**
 Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College. ED 144 652
- Graduate Medical Education**
 Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee. ED 144 513
 Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 474
- Graduate Medical Educ National Advisory Committee**
 Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 474
- Graduate Medical Students**
 The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32. ED 144 473
 Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee. ED 144 513
- Graduate Record Examinations**
 A Validity Study of Admission Criteria for Masters Students in a Reading Program. ED 144 035
- Graduate Students**
 College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 471
 College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 470
 Making It In Graduate School. ED 144 492//
- Graduate Study**
 Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series. ED 144 820
 Making It In Graduate School. ED 144 492//
 Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975. ED 144 452
 A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation. ED 144 110
 Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities. ED 144 457
 A Validity Study of Admission Criteria for Masters Students in a Reading Program. ED 144 035
- Graduate Surveys**
 Initial Job Placement for JCCC Career Students, Classes of 1973-1976. ED 144 666
 A Survey of Queensborough Community College Alumni: 1962-1974. ED 144 649
- Graduation Requirements**
 All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills. ED 144 090
 Education Commission of the States Update VI: Minimal Competency Testing. ED 144 961
 Setting and Evaluating Competency Standards for Awarding High School Diplomas. ED 144 977
- Grammar**
 Case Grammar and the Elementary School Language Arts Curriculum? ED 144 075
 Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1. ED 144 401
- Grants**
 The Impact of the Basic Grant Program on the States. ED 144 431
- Graphic Arts**
 Graphics in Text: A Bibliography. Monograph No. 6. ED 144 018
- Great Britain**
 The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper. ED 144 484
 Education for the Professions. ED 144 494//
 Language Needs of Minority Group Children. Learners of English As a Second Language. ED 144 370//
 The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper. ED 144 972
- Greece**
 A Report on Educational Developments in 1975-1976. Greece. ED 144 873
- Greek**
 Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1. ED 144 412
- Group Activities**
 Cooperative Skill Development in Equal Status Small Groups. ED 143 966
 Education for Parenthood: All About Children. ED 144 687
 Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768
- Group Behavior**
 Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
- Group Counseling**
 A Developmental Group Counseling Program for Elementary Schools. ED 143 968
- Group Discussion**
 Communication and Learning in Small Groups. ED 144 139//
- Group Dynamics**
 Communication and Learning in Small Groups. ED 144 139//
 Cooperative Skill Development in Equal Status Small Groups. ED 143 966
 Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
 Inventory of Individually Perceived Group Cohesiveness (IIPGC). ED 144 972
 Pygmalion in Native-Indian Education. ED 144 744
 Shared Decision Processes in Public Education. ED 144 174
 Student Adaptation to High School Social Groupings and Normative Environments. ED 143 929
 Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2. ED 144 971
 Transactional Communication in the Classroom. ED 144 144
- Grouping (Instructional Purposes)**
 Infant Day Care: A Longitudinal Study. ED 144 707
- Group Instruction**
 I Never Told Anybody: Teaching Poetry Writing in a Nursing Home. ED 144 083//
- Group Relations**
 Cognitive Development and the Cognition of Horizontal and Vertical Social Structures. ED 143 963
 Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768
- Group Size**
 Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
- Group Structure**
 FID Yearbook. 1976. ED 144 621
 FID Yearbook. 1977. ED 144 599
 Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
- Group Unity**
 Inventory of Individually Perceived Group Cohesiveness (IIPGC). ED 144 972

234 Subject Index

- Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2. ED 144 971
- Guidance Counseling**
 Job Placement Services Provided by Public School Systems in the United States, 1976. ED 143 926
 A Study of Counselor Interactions and Influence. ED 143 936
- Guidance Functions**
 A Study of Counselor Interactions and Influence. ED 143 936
- Guidance Programs**
 Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869
 Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873
 Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System. ED 143 872
 Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System. ED 143 870
 Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System. ED 143 877
 Career Education Instructional System. Final Report. ED 143 785
 Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System. ED 143 867
 Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866
 Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System. ED 143 874
 Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual. ED 143 948
 Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875
- Guidance Services**
 Bridges to Work: International Comparison of Transition Services. ED 143 853
- Guidelines**
 An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4. ED 144 198
 Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System. ED 143 872
 The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition. ED 144 286
 Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977. ED 144 499
 Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341. ED 143 847
 Energy Conservation. ED 144 240//
 Guidelines for School Discipline. ED 144 247
- Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
 Improving Your Student Council. ED 144 200
 The Investment of School Funds, 1976. ED 144 201
 Linking Schools and the Community. Education U.S.A. Special Report. ED 144 202
 Measuring Performance: Verifying Competencies through Observation and Judgment. ED 144 990
 Planning for Better Education in Wisconsin... A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142. ED 144 223
 Planning the Remedial Composition Curriculum. ED 144 089
 Putting Together a Guide to Proposal Development. ED 144 170
 Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development. ED 143 807
 Setting and Evaluating Competency Standards for Awarding High School Diplomas. ED 144 977
- Guides**
 The Administration of Outdoor Education Programs. ED 144 777//
 An Environmental Handbook of the Marble Area. ED 144 753
 Handbook of Common Poisonings in Children. ED 144 708
- Habit Formation**
 Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//
- Handicapped**
 Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4. ED 144 244
 Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6. ED 144 245
 In Praise of Diversity: Multicultural Classroom Applications. ED 144 854
 The White House Conference on Handicapped Individuals. Volume One: Awareness Papers. ED 144 267
- Handicapped Children**
 A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317
 The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition. ED 144 286
 The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
 Casis Teacher Checklist: 0-4 Years. ED 144 277
 Casis Teacher Checklist: 4-7 Years. ED 144 278
 Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279
 Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach. ED 144 263
 Coordination of Community Services. ED 144 284
 Creative Games for Learning: Games for Parents and Teachers to Make. ED 144 302//
 A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs. ED 144 332
 Designing and Implementing a Resource Room Program for Children with Special Needs. ED 144 313
- Diagnostic and Educational Services. ED 144 275
 Early Intervention Programming: New England Educational Diagnostic Centre. ED 144 272
 Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act. ED 144 294
 Expanding Options for Handicapped Persons Receiving Vocational Education. ED 144 334
 Experience Teachers! Kit #5: Tapes Teach. ED 144 309
 Experience Teachers! Kit 6: Games Teach. ED 144 310
 Experience Teachers! Kit #7: Simulations Teach. ED 144 311
 Good Ideas: An Activity Book for Early Childhood. ED 144 285
 Helping Teacher Program. ED 144 276
 IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976. ED 144 324
 Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children. ED 144 283
 Manual for Preparing Individualized Education Programs. ED 144 333
 Mediagraphy on Mainstreaming. ED 144 297
 Observation Training for Parents. ED 144 281
 An Overview [Austin Early Childhood Special Education Program]. ED 144 274
 The Parent Program. ED 144 280
 Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977. ED 144 298
 Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children. ED 144 312
 Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report. ED 144 335
 Research and Applied Theory in Special Education: Conversations with the Experts. ED 144 268
 Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322
 Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game. ED 144 304
 Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts. ED 144 305
 Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures. ED 144 306
 Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning. ED 144 307
 Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education. ED 144 308
 The Secondary Resource Specialist in California: Promising Practices. ED 144 320
 State Master Plan for Special Education in Oregon. ED 144 289
 State Master Plan for Special Education in Oregon. Summary. ED 144 290
 Teacher Made Materials. ED 144 265
 A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319
 Therapy Services. ED 144 282

- Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- Handicapped Students**
The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students. ED 143 859
[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]. ED 144 945
- Hawaii**
Insects. Hawaii Nature Study Project. ED 144 845
Parts of Plants. Hawaii Nature Study Project. ED 144 846
The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round. ED 144 870
Reef and Shore. Hawaii Nature Study Project. ED 144 847
- Health**
The White House Conference on Handicapped Individuals. Volume One: Awareness Papers. ED 144 267
- Health Conditions**
Food in the Schools, Part I. Options in Education, Program #75. ED 145 009
Health Effects Profiles for Searching Selected Lockheed DIALOG Data Bases. ED 144 619
- Health Education**
Consumer Health Education Plan, 1976. ED 143 796
Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114. ED 144 516
Health Instruction: An Action Approach. ED 144 929//
A Tri-Curriculum Approach to Learning: Health Education--Social Studies--Career Education. Levels One to Four/Grades One to Six. ED 144 866
Venereal Disease. Consumer Health Education. ED 143 815
Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers. ED 144 505
- Health Guides**
Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools. ED 144 928
- Health Needs**
Food in the Schools, Part I. Options in Education, Program #75. ED 145 009
Health, Higher Education and the Community. Towards a Regional Health University. ED 144 498
- Health Occupations**
Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114. ED 144 516
Health Manpower Literature. Volume I. Number 1. ED 143 825
- Health Occupations Education**
An Exploratory Study of Women in the Health Professions Schools. Executive Summary. ED 144 432
An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations. ED 144 433
An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health. ED 144 437
- An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography. ED 144 438
Health, Higher Education and the Community. Towards a Regional Health University. ED 144 498
Health Occupations. Nursing Assistant. ED 143 779
Policy and Evaluation in the Health Professions. ED 144 447
- Health Personnel**
An Exploratory Study of Women in the Health Professions Schools. Executive Summary. ED 144 432
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Health Services**
Child Abuse and Neglect Programs: Practice and Theory. ED 144 296
Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs. ED 144 698
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976. ED 144 745
- Helping Relationship**
Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
A Study of Counselor Interactions and Influence. ED 143 936
Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses. ED 144 124
- Hesitation Studies (Speech)**
Temporal Analysis of English and Spanish Narratives. ED 144 369
- Higher Education**
The Academic Administration of Research: A Descriptive Analysis. ED 144 506
Affirmative Action in Employment in Higher Education. ED 144 518
An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria. ED 143 774
Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75. ED 144 467
From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University. ED 144 517
An Assessment of Educational Needs for the Department of Wildlife Science. ED 144 781
An Assessment of Educational Needs for the Department of Civil and Environmental Engineering. ED 144 782
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I. ED 144 423
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
Basic Student Charges 1972-73 and 1973-74. ED 144 507
The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper. ED 144 484
Change Agent in a Multicampus System. ED 144 501
College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 471
- College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 470
Colleges and Universities as Agents of Social Change. ED 144 503
The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12. ED 144 668
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35. ED 144 514
Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen. ED 144 458
Cooperative Education: A Perspective. An Occasional Report on Innovation. ED 144 504
The Cultivation of Ivy. A Saga of the College in America. ED 144 491//
Current Trends in Government Patent Policy. ED 144 428
Degree Designations at U.S. Graduate Schools. ED 144 426
Directory of Organizations in Engineering Programs for Minorities. ED 144 797
Education for the Professions. ED 144 494//
Energy Conservation on Campus. Volume I. Guidelines. ED 144 460
Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition. ED 144 799
Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114. ED 144 516
Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property. ED 144 427
European Universities--The Unfinished Revolution. Yale Higher Education Program Working Paper. ED 144 485
Evaluating Innovation. An Occasional Report on Innovation. ED 144 502
An Exploratory Study of Women in the Health Professions Schools. Executive Summary. ED 144 432
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
Facilitating Student Learning. J.W. Brister Library Monograph Series 5. ED 144 487
Faculty Appointments. ED 144 466
Faculty Development in Perspective: A Systems Concept. ED 144 444
Faculty Evaluation in an Accountable World: How Do You Do It? ED 144 442
Fall Enrollment in Higher Education, 1975. Summary Report. ED 144 451
Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee. ED 144 513
Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977. ED 144 500
Five-Year Projection of Fine Arts Course Enrollment at Amherst College. ED 144 462
Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series. ED 144 820
Health, Higher Education and the Community. Towards a Regional Health University. ED 144 498

The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.

ED 144 422

The Impact of the Basic Grant Program on the States.

ED 144 431

Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper.

ED 144 478

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.

ED 144 982

Look Before You Leap. A Guide on Continuing Your Education.

ED 144 496//

Making It In Graduate School.

ED 144 492//

Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper.

ED 144 481

The Need for Institutional Planning. ERIC/Higher Education Research Currents.

ED 144 511

Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.

ED 144 454

An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.

ED 144 430

The Pathways and Pitfalls to Instructional Improvement.

ED 144 445

Perspectives for the Future System of Higher Education.

ED 144 449

Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.

ED 144 528

Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper.

ED 144 489

Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.

ED 144 453

Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4, 1977.

ED 144 439

Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper.

ED 144 479

The RRPm Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104.

ED 144 520

Social Security Benefits for Students. Background Paper.

ED 144 519

Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976.

ED 144 429

The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.

ED 144 477

The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper.

ED 144 482

The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.

ED 144 486

The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.

ED 144 476

Structures of Post-Secondary Education. Yale Higher Education Program Working Paper.

Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79.

ED 144 490

A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service.

ED 144 515

Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee

ED 144 512

Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island.

ED 144 463

Union Rights.

ED 144 465

University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.

ED 144 488

University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.

ED 144 425

University Relationships with Other R&D Performers.

ED 144 468

Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus.

ED 144 461

Verifying Parents' Financial Information: A Guide for Financial Aid Administrators

ED 144 497

Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper.

ED 144 480

Western Michigan University Program Review System. Initial Design.

ED 144 536

Women and Career Options. Expanding Career Opportunities for Women in Higher Education.

ED 144 440

Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.

ED 144 505

High School Equivalency Programs

A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory.

ED 144 819

High School Graduates

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.

ED 143 879

Job Placement Services Provided by Public School Systems in the United States, 1976.

ED 143 926

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.

ED 144 510

High School Students

Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.

ED 144 994

Personality and Academic Achievement in Three Educational Levels.

ED 143 907

Project Student Concerns. Interim Report.

ED 145 066

Student Adaptation to High School Social Groupings and Normative Environments.

ED 143 929

Study Halls: An Educational Wasteland to an Educational Mecca.

ED 144 227

Hindi

Lessons in Colloquial Hindustani for Fiji.

ED 144 353

Hindu Philosophy

The Influence of Hindu Epistemology on Ranganathan's Colon Classification.

ED 144 601

Hindustani

Lessons in Colloquial Hindustani for Fiji.

ED 144 353

Historical Reviews

Affirmative Action and the New York City Public School System.

ED 145 025//

The Communications Revolution: A History of Mass Media in the United States.

ED 144 082//

Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.

ED 145 017

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

ED 145 014

The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.

ED 144 477

History

Women in Media: A Documentary Source Book.

ED 144 141//

History Instruction

The History Curriculum in Community Colleges.

ED 144 629

Holistic Approach

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Home Economics

Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade.

ED 143 803

Paraprofessionals in Home Economics Programs for Low-Income Families.

ED 143 824

Home Economics Teachers

Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education.

ED 143 849

Home Instruction

Parents Aid School Success Parents Handbook.

ED 143 905

Home Programs

Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program.

ED 143 988//

Home Visits

An At-Home Rehabilitation Program for Families of Women Alcoholics.

ED 143 960

Home Visiting Handbook.

ED 144 712

Homosexuality

Psychological Adjustment and Homosexuality.

ED 143 983//

Understanding the Male Homosexual Experience: Grades 11, 12.

ED 143 942

Hong Kong

Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.

ED 145 007

People of Hong Kong: Building Bridges of Understanding.

ED 144 347

Hospital Personnel

Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975.

ED 144 738

Housing Needs

Housing for New Types of Students. A Report.

ED 144 212

Human Capital

Economic Analysis of Investment in Education. A Grant Award. Final Report.

ED 144 211

Human Development

The Community College Human Development Curriculum: Its Purpose and Scope.

ED 144 642

Human Engineering

Energy Conservation in Buildings--A Human Factors/Systems Viewpoint. NBS Building Science Series 88.

ED 144 249

Human Geography

The Athabascan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabascan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.

ED 144 914

The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aamee....

ED 144 915

Humanistic Education

An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.

ED 143 774

Values Concepts and Techniques.

ED 144 904//

Humanities

Teaching about Religion in Public Schools.

ED 144 857

Human Relations Organizations

The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice.

ED 145 065

Human Resources

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement.

ED 144 620

Human Resources Research Organization

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement.

ED 144 620

Hutchins (Robert)

An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.

ED 143 774

Hyperactivity

Relationship Between Performance Based and Observer Based Measures of Hyperactivity. Trends in Research with Hyperactive Children.

ED 144 965

Hypothesis Testing

Library Instruction and Team Teaching.

ED 144 604

Icelandic

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.

ED 144 366

Idaho

Drinking Among Rural Youth with Implications for Rural Institutional Development.

ED 144 729

Identification

A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines.

ED 144 331

Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977.

ED 144 298

Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children.

ED 144 312

Identification Tests

Relationship Between Performance Based and Observer Based Measures of Hyperactivity. Trends in Research with Hyperactive Children.

ED 144 965

Illinois

Legislative Control of State Finance.

ED 144 234

A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools.

ED 145 015

Illinois (Peoria)

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 053

Illiteracy

Development in Education in Bangladesh 1975-77: A Country Report.

ED 144 884

Illumination Levels

Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.

ED 144 255

Imitation

The Effects on Adults of Being Imitated by Children: A Review and Methodological Critique.

ED 143 972

Sibling Intervention in First Language Acquisition: A Case Study.

ED 144 384

Immigrants

Language Needs of Minority Group Children. Learners of English As a Second Language.

ED 144 370//

Linguistic Aspects of Emigrant Children.

ED 144 340

The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round.

ED 144 870

Improving Teaching Competencies Program

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

ED 144 981

Income

A Comparison of the Processes of Earning Achievement of Black and White Married Females.

ED 143 890

Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.

ED 144 500

Poverty and Public Policy. Final Draft.

ED 145 035

Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77.

ED 145 032

Indecision

Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53.

ED 143 946

Indexing

Subject Access Project. Second Quarterly Progress Report.

ED 144 527

India

Education in India 1974-1976. Publication No. 1108.

ED 144 885

Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.

ED 144 762

School Science Education in India. [Studies of Curriculum Development Centres in Asia 1].

Individual Characteristics

Causal Explanations for the Behavior of Women and Men: Two Different Schemes?

ED 143 962

Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35.

ED 144 514

The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.

ED 143 854

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

Individual Development

Career Education Concepts and Skills: Scope and Sequence.

ED 143 794

Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure.

ED 143 917

Individual Instruction

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

Individualism

On Rhetorical Autonomy.

ED 144 079

Individualized Instruction

Cognitive-Field Implications for the Teaching of Technical Writing.

ED 144 078

Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings.

ED 144 573

A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970-December 31, 1973. Final Project Report.

ED 143 773

Do-It-Yourself Kit for Individualized and Independent Learning.

ED 144 525

Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment.

ED 144 589

Future Review of CAI and the Coming of Videodisk Technology.

ED 144 526

Health Occupations. Nursing Assistant.

ED 143 779

How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.

ED 144 221

Individualizing Course Content in Undergraduate Education: A Contract Plan.

ED 144 563

Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1.

ED 144 209

Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else.

ED 144 019

A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised.

ED 143 782

Program Residuals, or Did They Throw Out the Baby with the Bath?

ED 144 257

Structural Design with Individualized Instruction.

ED 144 569

Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials."

ED 144 534

Supplemental Learning Activity Package. Secondary. Language Arts-Writing. Volume III.

ED 143 780

Teaching Fundamentals of Writing: A Modest Proposal.

ED 144 085

A Training Module: Developing a Job Entry, Individualized Curriculum.

ED 143 783

238 Subject Index

- A Training Module: Developing a Learning Activity Package. ED 143 781
- Individualized Programs**
Data-Based Program Modification: A Manual. ED 144 270
Manual for Preparing Individualized Education Programs. ED 144 333
Research and Applied Theory in Special Education: Conversations with the Experts. ED 144 268
- Individualized Reading**
Recipe for Reading. Second Edition, Revised and Expanded. ED 144 028//
- Individually Guided Education**
How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals. ED 144 221
T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education. ED 144 175
- Individual Needs**
Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
- Individual Psychology**
Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932
- Indo European Languages**
The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 376
- Indonesian Languages**
Speaking Kapampangan. PALI Language Texts: Philippines. ED 144 357//
- Industrialization**
Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970. ED 144 731
- Industry**
Developing Indian Employment Opportunities. ED 144 756
Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property. ED 144 427
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations. ED 144 596
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 143 848
Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976. ED 144 429
- Infancy**
Little Babies: Born Too Soon--Born Too Small. ED 144 325
- Infant Behavior**
Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusii Infants and Mothers. ED 144 701
- Infant Mortality**
Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77. ED 145 032
- Infants**
Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719
The Evolution of Early Individual Differences in Orientation Towards Peers. ED 144 676
- Inference**
Multiple Theory Formation in High-Level Perception. Technical Report No. 38. ED 144 020
- Informal Assessment**
Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279
Measuring Performance: Verifying Competencies through Observation and Judgment. ED 144 990
- Information Centers**
American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report. ED 144 767
A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers. ED 144 575
- Information Dissemination**
A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317
Advertising Research: The State of the Art. ED 144 072//
American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report. ED 144 767
Communication Delivery Services in Developing Nations. ED 144 129
Communication Research and Instruction for an Uncertain Tomorrow. ED 144 154
Dissemination in Relation to Elementary and Secondary Education. Final Report. ED 144 540
The Effects of Newspaper-Television Cross-Ownership on News Homogeneity. ED 144 054//
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29. ED 144 611
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools. ED 144 728
Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation. ED 144 558
Maintenance and Development of the California Manpower Management Information System. Final Report. ED 143 881
Main Trends in Education. PERU (And) The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems. ED 144 881
The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act. ED 144 818
A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network. ED 144 559
SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977. ED 144 741
Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis. ED 144 113//
The Variables of Capacity Building: A Process Design Action Research Report. ED 144 549
- Information Networks**
Dissemination in Relation to Elementary and Secondary Education. Final Report. ED 144 540
Experiences of an Interactive Retrieval System--ESRO/RECON. ED 144 609
Voice Output for Student Information Inquiry. ED 144 533
- Information Policy**
National Information Policy. ED 144 623
- Information Processing**
Computerized Information Service--SDI. Annual Report 1974-75. ED 144 614
Pastime--A System for File Compression. ED 144 613
The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act. ED 144 818
- Information Retrieval**
3RIP: Data Structures for Text Files. ED 144 615
3RIP: File Design for the Search System. ED 144 612
Computer Search Service Group. Policy Manual. ED 144 557
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29. ED 144 611
Experiences of an Interactive Retrieval System--ESRO/RECON. ED 144 609
Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation. ED 144 558
KOMPOST--A Compression Method for Structured Files. ED 144 610
A Uniform Notation for Expressing Queries. ED 144 598
- Information Science**
3RIP: Data Structures for Text Files. ED 144 615
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29. ED 144 611
KOMPOST--A Compression Method for Structured Files. ED 144 610
- Information Seeking**
Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
- Information Services**
Computerized Information Service--SDI. Annual Report 1974-75. ED 144 614
National Information Policy. ED 144 623
The Variables of Capacity Building: A Process Design Action Research Report. ED 144 549
- Information Sources**
A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist. ED 144 827
Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//
Supervisors and Peers as Information Sources and Individual Decision Making Performance. ED 143 949
Technical Books & Monographs, 1977 Catalog. ED 144 795
Working in the Film Archives. ED 144 142
Writer's Research Handbook: The Research Bible for Freelance Writers. ED 144 081//
- Information Storage**
Data Element Dictionary for Vocational Education. ED 143 842
Pastime--A System for File Compression. ED 144 613
- Information Systems**
3RIP: Data Structures for Text Files. ED 144 615
3RIP: File Design for the Search System. ED 144 612
The Artists' Expertise for Communication Planning. ED 144 133

- The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report. ED 143 843
- Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDSS (H.S.P.). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977). ED 144 564
- Get KWIC Help: An Information Service to Assist Trainers in Aging. ED 143 912
- Growth Dynamics of Information Search Services. ED 144 616
- Implementing Long-Range Planning for Vocational Education. ED 143 837
- National Information Policy. ED 144 623
- Personal Privacy in an Information Society. Final Report. ED 144 554
- Policy Information System Computer Program. ED 143 839
- Vocational Education Summary Planning Program. ED 143 838
- Wisconsin Occupational Information System. Annual Progress Report. ED 144 580
- Information Theory**
- Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication. ED 144 125
- The Content of Organizational Communication. ED 144 123
- Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
- Information Utilization**
- Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results. ED 144 948
- Current Work on Telecommunications Policies and Structures. ED 144 134
- Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
- International Communications and Information: Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C. ED 144 135
- A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act. ED 144 818
- Ingraham v Wright**
- Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977). ED 144 185
- Injuries**
- Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976). ED 144 937
- Inner City**
- Charrette '71: How a Community Planned Two New Inner-City Schools. ED 144 258
- Innovation**
- Land Use and the Legislatures: The Politics of State Innovation. Land Use Series. ED 144 256
- Ohio Academic Library Innovation: A Directory. Tower Series No. 3. ED 144 607
- Input Output Devices**
- Voice Output for Student Information Inquiry. ED 144 533
- In School Suspension**
- Designing a Positive In-School Suspension Program. ED 144 251
- Inservice Education**
- Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report. ED 144 335
- Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975. ED 144 738
- Inservice Programs**
- The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students. ED 143 859
- The Role of the School Leader and a Training Programme. ED 144 166
- Inservice Teacher Education**
- The Affective Goals of Continuing Education. ED 144 101
- Career Education in Higher Education. An Infusion Model. ED 143 814
- Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795
- A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English). ED 144 373
- Development of Prevocational Training for Deaf/Blind. ED 143 821
- Experience Teachers! Kit #5: Tapes Teach. ED 144 309
- Experience Teachers! Kit 6: Games Teach. ED 144 310
- Experience Teachers! Kit #7: Simulations Teach. ED 144 311
- A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines. ED 144 331
- How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition. ED 143 777
- IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976. ED 144 324
- Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1. ED 144 209
- The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students. ED 144 318
- Mediagraphy on Mainstreaming. ED 144 297
- Oakie Lucy: On Community Involvement. Instructional Module IV. ED 144 696
- Precision Teaching in the Elementary Classroom. ED 144 005
- Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game. ED 144 304
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts. ED 144 305
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures. ED 144 306
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning. ED 144 307
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education. ED 144 308
- A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783
- A Training Module: Developing a Learning Activity Package. ED 143 781
- Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875
- Institute for Personal and Career Development MI**
- Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
- Institutes (Training Programs)**
- Expanding Options for Handicapped Persons Receiving Vocational Education. ED 144 334
- Institutional Administration**
- The RRPM Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104. ED 144 520
- Institutionalized Persons**
- Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers. ED 143 961
- Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952
- Institutional Research**
- Educational Research and Planning as a Career Option for a Mathematics Major. ED 144 667
- Institutional Role**
- Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property. ED 144 427
- The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries. ED 144 422
- Instruction**
- Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
- New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV. ED 144 829
- New Trends in Physics Teaching, Volume III (1976). ED 144 815
- Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9. ED 144 808
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
- Values Education. Developments in Classroom Instruction. ED 144 853//
- Instructional Aids**
- Issues Arising on the Use of Hand-Held Calculators in Schools. ED 144 814
- Potpourri of Foreign Language Aids, Vol. 3. ED 144 416
- Instructional Design**
- The Design and Development of Educational Resources. ED 144 550
- Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 192

240 Subject Index

- An Instructional System Design for Vocational Education. ED 143 888
- Maximizing the Effective Use of School Time by Teachers and Students. ED 144 932
- Resources for Effective Teaching. Workshop Coordinator's Kit. #4: Learners Approaches to Learning. ED 144 307
- Specification and Development of Computer Aids to ISD. ED 144 529
- Instructional Films**
- Films for Childhood Educators. ED 144 574
- Teaching a Course on the Informational Film. ED 144 161
- Instructional Improvement**
- Attitudes toward Instructional Methods at California State College, Bakersfield. ED 144 567
- An Evaluation of Computer-Managed Education Technology at New York City Community College. ED 144 524
- Faculty Development in Perspective: A Systems Concept. ED 144 444
- Faculty Evaluation in an Accountable World: How Do You Do It? ED 144 442
- The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door. ED 144 630
- The Pathways and Pitfalls to Instructional Improvement. ED 144 445
- Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner. ED 143 896
- From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges. ED 144 446
- A View from the Top Looking Sideways: Professional Schools and Professional Development. ED 144 443
- Instructional Innovation**
- An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College. ED 144 633
- College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976). ED 144 657
- Facilitating Student Learning. J.W. Brister Library Monograph Series 5. ED 144 487
- Program Residuals, or Did They Throw Out the Baby with the Bath? ED 144 257
- Instructional Materials**
- 101 Make-and-Play Reading Games for the Intermediate Grades. ED 144 003//
- Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement. ED 144 862
- A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856
- Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System. ED 143 868
- Career Development Curriculum for English Teachers. ED 144 069
- Child Abuse and Neglect Training Materials Catalogue. ED 144 288
- Classroom Practice in Reading. ED 144 013
- Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791
- Creative Games for Learning: Games for Parents and Teachers to Make. ED 144 302//
- Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts. ED 144 341
- The Design and Development of Educational Resources. ED 144 550
- Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition. ED 144 799
- An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12. ED 144 380
- Home Brew Salinity Measuring Devices: Their Construction and Use. ED 144 838
- An Ideabook for Newspaper-Related Materials. ED 144 070
- Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children. ED 144 283
- Insects. Hawaii Nature Study Project. ED 144 845
- Lessons in Colloquial Hindustani for Fiji. ED 144 353
- Man and Environment Teaching Alternatives. ED 144 826
- Man in His World. ED 144 790
- Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition. ED 144 833
- Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition. ED 144 834
- Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition. ED 144 835
- Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition. ED 144 836
- Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition. ED 144 837
- A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised. ED 143 782
- A Multicultural Social Studies Series. Book 1. Europe. ED 144 389
- Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193
- Parts of Plants. Hawaii Nature Study Project. ED 144 846
- Precision Teaching for Decoding and Comprehension: Materials and Methods. ED 144 033
- Reading Skills and Activities for the Adult. ED 144 000
- Safety Belt Activity Book: A Guide for Teachers of Grades K-6. ED 144 844
- School Science Education in India. (Studies of Curriculum Development Centres in Asia 1). ED 144 817
- SMSC: The Making of a Curriculum. ED 144 792
- Something about China. ED 144 848
- Speaking Kapampangan. PALI Language Texts: Philippines. ED 144 357//
- Spoken Chad Arabic. ED 144 356
- Station Occupancy Study of Seventeen Learning Resource Centers. ED 144 532
- Suggested Activities for Environmental Education in the Elementary Schools. ED 144 786
- Suggested Activities for Environmental Education in the Secondary Schools. ED 144 787
- Swahili. An Active Introduction. General Conversation. ED 144 351
- Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 381
- Teacher Made Materials. ED 144 265
- A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319
- A Training Module: Developing a Learning Activity Package. ED 143 781
- Wausau District Public Schools Outdoor Education Camp Director's Manual. ED 144 825
- The Work Ethic in Career Education Materials. ED 143 778
- Instructional Media**
- Audio-Tutorial in Art History. ED 144 566
- Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977. ED 144 299
- Child Abuse and Neglect Training Materials Catalogue. ED 144 288
- The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1. ED 144 222
- Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment. ED 144 589
- Guides to Educational Media Software. Educational Media Information Series, Volume One. ED 144 531
- Mediagraphy on Mainstreaming. ED 144 297
- Stereotypes in Media, or How to Avoid Functional Fixedness. Workshops in Teaching English as a Second Language, 1977. ED 144 414
- Instructional Staff**
- Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus. ED 144 461
- Instructional Student Costs**
- Basic Student Charges 1972-73 and 1973-74. ED 144 507
- Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni. ED 144 197
- Instructional Systems**
- Consideration of Alternative Educational Systems. ED 143 845
- Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study. ED 144 981
- An Instructional System Design for Vocational Education. ED 143 888
- Instructional Technology**
- Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS_f(H,S,P). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977). ED 144 564
- An Evaluation of Computer-Managed Education Technology at New York City Community College. ED 144 524
- Stereotypes in Media, or How to Avoid Functional Fixedness. Workshops in Teaching English as a Second Language, 1977. ED 144 414

Integrated Activities

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program.

ED 144 029

New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.

ED 144 829

A Tri-Curriculum Approach to Learning: Health Education--Social Studies--Career Education. Levels One to Four/Grades One to Six.

ED 144 866

Integrated Curriculum

Agriculture and the Development Process: Tentative Guidelines for Teaching, Education and Rural Development--1.

ED 143 767

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.

ED 144 031

Occupational Education Coordinator's Handbook: 7-8.

ED 143 804

Occupational Education Coordinators' Handbook: 4-6.

ED 143 805

Occupational Education Coordinators' Handbook: K-3.

ED 143 806

Research and Development Project in Career Education. Grades 7-9. Final Report.

ED 143 772

Integrated Science

New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.

ED 144 829

Integration Effects

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 051

School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 056

School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 067

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 059

School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 057

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 045

School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 048

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 049

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 044

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 050

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 043

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 046

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 053

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 072

School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 055

School Desegregation in Raleigh County, West Virginia.

ED 145 071

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 047

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 069

School Desegregation in Tulsa, Oklahoma.

ED 145 054

School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 058

School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 068

School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 052

Integration Litigation

School Desegregation in Corpus Christi, Texas.

ED 145 070

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 045

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 046

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 047

Integration Methods

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 051

School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 056

School Desegregation in Corpus Christi, Texas.

ED 145 070

School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 067

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 059

School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 057

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 045

School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 048

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 049

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 044

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 050

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 043

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 046

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 072

School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 055

School Desegregation in Raleigh County, West Virginia.

ED 145 071

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 047

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 069

School Desegregation in Tulsa, Oklahoma.

ED 145 054

School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 058

School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 068

School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 052

Integration Plans

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

ED 145 014

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 051

School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 056

School Desegregation in Corpus Christi, Texas.

ED 145 070

School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 067

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 059

School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 057

School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 048

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 049

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 044

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 050

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 043

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 053

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 072

School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 055

School Desegregation in Raleigh County, West Virginia.

ED 145 071

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

- School Desegregation in Tulsa, Oklahoma. ED 145 069
- School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights. ED 145 054
- School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights. ED 145 058
- School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights. ED 145 068
- School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights. ED 145 052
- Integration Readiness**
- School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 051
- School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights. ED 145 056
- School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights. ED 145 067
- School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights. ED 145 059
- School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights. ED 145 057
- School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights. ED 145 045
- School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights. ED 145 048
- School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights. ED 145 049
- School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights. ED 145 044
- School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights. ED 145 043
- School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights. ED 145 046
- School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights. ED 145 047
- School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights. ED 145 053
- School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights. ED 145 072
- School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights. ED 145 055
- School Desegregation in Raleigh County, West Virginia. ED 145 071
- School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 047
- School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights. ED 145 069
- School Desegregation in Tulsa, Oklahoma. ED 145 054
- School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights. ED 145 058
- School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights. ED 145 068
- School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights. ED 145 052
- Integration Studies**
- School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 051
- School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights. ED 145 056
- School Desegregation in Corpus Christi, Texas. ED 145 070
- School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights. ED 145 067
- School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights. ED 145 059
- School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights. ED 145 057
- School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights. ED 145 045
- School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights. ED 145 048
- School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights. ED 145 049
- School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights. ED 145 044
- School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights. ED 145 043
- School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights. ED 145 046
- School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights. ED 145 047
- School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights. ED 145 053
- School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights. ED 145 072
- School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights. ED 145 055
- School Desegregation in Raleigh County, West Virginia. ED 145 071
- School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights. ED 145 047
- School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights. ED 145 069
- School Desegregation in Tulsa, Oklahoma. ED 145 054
- School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights. ED 145 058
- School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights. ED 145 068
- Intellectual Development**
- Experience and Transfer: Steps to Cognitive Thinking in Young Children. ED 144 675
- The Relationships Between Cerebral Dominance and Different Mental Abilities. ED 143 895
- Intellectual Property Rights**
- The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act. ED 144 818
- Intelligence**
- Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. ED 144 398
- Intelligence Factors**
- The Self Concept: Mini, Maxi, Multi? ED 143 934
- Intelligence Quotient**
- Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment. ED 144 706
- Intelligence Tests**
- Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
- The Comparability of WISC and WISC-R. Occasional Paper No. 10. ED 144 992//
- The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze. ED 144 957
- How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1. ED 144 394
- Suggestive Data Concerning the Stability of the McCarthy Scales. ED 144 968
- Intensive Education**
- Intensive Education: The Impact of Time on Learning. ED 144 195
- Intensive Language Courses**
- Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977. ED 144 413
- Interaction**
- Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971
- A Study of Counselor Interactions and Influence. ED 143 936
- Teacher Verbal Feedback during Primary Basal Reading Instruction. ED 144 047
- Transactional Communication in the Classroom. ED 144 144
- Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play. ED 143 957
- Interaction Process Analysis**
- Cooperative Skill Development in Equal Status Small Groups. ED 143 966
- The Family as a Living Open System: An Emerging Conceptual Framework. ED 143 921
- Family Interaction in Early Adolescence. ED 143 925
- Love and Involvement in Romantic Relationships. ED 143 995
- Measuring Sex Role Development: A Comparison of Two Methods. ED 144 985
- Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
- The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusi Infants and Mothers. ED 144 701
- Interagency Cooperation**
- Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children. ED 144 312

Interagency Coordination

In Search of a Future. 3rd Edition, November 1976. ED 144 771//

Intercommunication

Adult Responses to Child Communications. ED 143 950

The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155

The Writing Staff as Faculty Compost Pile. ED 144 067

Intercultural Communication

The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155

Intercultural Programs

The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155

Interdisciplinary Approach

Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach. ED 144 263

Current Issues in Child Development. ED 144 677//

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists. ED 144 031

Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition. ED 144 799

Film: Interdisciplinary Approaches to Theory and Teaching. Part One. ED 144 111

Influences on Learning in Early Childhood: A Literature Review. ED 144 711

Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building. ED 144 030

Learning Disabilities: An Interdisciplinary Perspective. ED 144 323

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program. ED 144 029

The Meeting Ground of Creative Writing and Composition. ED 144 057

Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings. April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland. ED 144 863

The Role of the Cultural Institution in Reading through the Arts and Humanities. ED 144 032

A Tri-Curriculum Approach to Learning: Health Education--Social Studies--Career Education. Levels One to Four/Grades One to Six. ED 144 866

Interest Tests

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899

Interference (Language Learning)

Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1. ED 144 404

Interinstitutional Cooperation

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450

Five-Year Projection of Fine Arts Course Enrollment at Amherst College. ED 144 462

The Intra-European Mobility of Undergraduate Students. ED 144 455

Operational Incentives and the Growth of Competition in the Education Sector. ED 144 659

Intermediate Administrative Units

Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools. ED 144 728

International Education

Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper. ED 144 479

The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs. ED 144 903

Whilst Time Is Burning. A Report on Education for Development. ED 143 787//

International Educational Exchange

The Intra-European Mobility of Undergraduate Students. ED 144 455

International Federation for Documentation

FID Yearbook. 1976. ED 144 621

FID Yearbook. 1977. ED 144 599

International Organizations

Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977. ED 144 851

Early Childhood Care and Education: Objectives and Issues. ED 144 704

FID Yearbook. 1976. ED 144 621

FID Yearbook. 1977. ED 144 599

Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79. ED 144 495//

International Relations

Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th). ED 144 586

International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C. ED 144 135

[Theme Issue: Communications Satellites.] ED 144 147

International Studies

Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni. ED 144 197

International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix. ED 144 822

Literacy and World Population. Population Bulletin No. 2, Vol. 30. ED 144 096

Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I. ED 144 823

Interpersonal Communication Inventory

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967

Interpersonal Competence

Adult Responses to Child Communications. ED 143 950

Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure. ED 143 917

Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 145 058

ED 143 768

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967

Leadership and Women in Organizations. ED 143 986//

Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology. ED 144 700

Interpersonal Relationship

Aging: A Kindergarten Curriculum. ED 144 680

Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised). ED 144 689

Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli. ED 143 954

Food Sharing: An Evolutionary Perspective. ED 144 913

Love and Involvement in Romantic Relationships. ED 143 995

Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses. ED 144 124

Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment. ED 143 978

Interpretive Reading

Storytelling: Oral Interpretation in the Senior High School. ED 144 091

Interprofessional Relationship

Report of the Task Force on New Professionals. Task Force 8, Commission 1, American College Personnel Association. ED 143 947

Interrogatives

Notes on the Acquisition of Interrogative-Word Questions. ED 144 377

Intervention

Early Intervention Programming: New England Educational Diagnostic Centre. ED 144 272

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study). ED 144 705

Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses. ED 144 124

Inventory Individually Perceived Grp Cohesiveness

Inventory of Individually Perceived Group Cohesiveness (IIPGC). ED 144 972

Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2. ED 144 971

Investment

Economic Analysis of Investment in Education. A Grant Award. Final Report. ED 144 211

The Investment of School Funds, 1976. ED 144 201

Iowa

Studying Your Community: Data Book. Sociology Report 128A. ED 144 730

Iowa (Waterloo)

School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights. ED 145 058

244 Subject Index

- Iran**
Educational Developments during the Years 1974 to 1976. Imperial Government of Iran. ED 144 900
- Iraq**
Development of Education in Iraq during 1974/75 and 1975/76. ED 144 894
- Ireland**
The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976. ED 144 878
- Iron Deficiency**
Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719
- Italy**
The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper. ED 144 477
- Item Analysis**
Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407. ED 144 958
- Item Banks**
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Itinerant Teachers**
Itinerant Teachers of the Hearing Impaired: What Do They Really Do? ED 144 273
- Ivy League**
The Cultivation of Ivy. A Saga of the College in America. ED 144 491//
- Japan**
Development of Education in Japan, 1974-1976. ED 144 888
Elements of the Structure and Terminology of Agricultural Education in Japan. ED 143 766
The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper. ED 144 483
- Japanese**
Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Japanese Americans**
Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976). ED 145 031
- Jefferson Township Schools OH**
Jefferson Township Schools Study. ED 144 188
- Job Analysis**
Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//
Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report. ED 143 982//
- Job Development**
Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//
- Job Layoff**
Middle-Aged Job-Losers. ED 143 864
- Job Placement**
Colloquium Series on Career Education for Handicapped Adolescents. 1977. ED 143 790
A Guide for Counselor Involvement in Pre-Employment and Placement Activities. ED 143 801
Job Placement Services Provided by Public School Systems in the United States, 1976. ED 143 926
- A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation.** ED 144 110
- Job Satisfaction**
A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. ED 144 226
Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
- Job Search Methods**
Career Transitions: The Demand for Counseling. Volume 2. ED 143 992
Career Transitions: The Demand for Counseling. Volume 1. ED 143 993
Job Opportunities for People Who Know Foreign Languages. ED 144 375
- Job Skills**
Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858
Job Opportunities for People Who Know Foreign Languages. ED 144 375
Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060
- Job Tenure**
Academic Freedom and Academic Tenure ED 144 475
- Job Training**
An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress. ED 143 857
Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341. ED 143 847
Paraprofessionals in Home Economics Programs for Low-Income Families. ED 143 824
Public Employment and Training Assistance: Alternative Federal Approaches. ED 143 861
Selection and Certification in Education and Employment. ED 144 181
- Johnson County Community College KS**
Initial Job Placement for JCCC Career Students, Classes of 1973-1976. ED 144 666
- Joint Educational Project**
Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership. ED 144 521
- Jordan**
A Report to the 36th Session of the International Conference on Education in Geneva. Jordan. ED 144 872
- Journalism**
The Communications Revolution: A History of Mass Media in the United States. ED 144 082//
An Ideabook for Newspaper-Related Materials. ED 144 070
Women in Media: A Documentary Source Book. ED 144 141//
- Jung (Carl G)**
Personality Variables: Modal Profiles that Characterize Various Fields of Science. ED 144 780
- Junior Colleges**
About Administration and Governance. ED 144 631
- Affirmative Action Policy and Program Manual. [Revised]** ED 144 645
- Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.** ED 144 671
- An Analysis of Step-In/Step-Out Students at Valencia Community College.** ED 144 634
- Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976.** ED 144 636
- Articulation in the Social Sciences: Who Needs It?** ED 144 670
- An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College.** ED 144 633
- Attracting Philosophy Students--I.** ED 144 651
- Black Administrators in Public Community Colleges: Self-Perceived Role and Status.** ED 144 673//
- California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education.** ED 144 628
- Career Education in the Community College: An Evolving Concept.** ED 144 641
- College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976).** ED 144 657
- The Community College Human Development Curriculum: It's Purpose and Scope.** ED 144 642
- The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12.** ED 144 668
- Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College.** ED 144 652
- A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates.** ED 144 626
- Compendium of Selected Data & Characteristics, 1976-1977.** ED 144 664
- Developing Staff Potential. New Directions for Community Colleges, Number 19.** ED 144 627
- Developmental Program: A Better Opportunity. Cochise College.** ED 144 639
- Developmental Studies Program: Cochise College, 1971-1977.** ED 144 638
- Development of a Model for a Senior Citizen Bureau. Final Report.** ED 144 665
- Educational Research and Planning as a Career Option for a Mathematics Major.** ED 144 667
- Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.** ED 144 656
- A Game Plan for Teaching Logic.** ED 144 672
- A Guidance Manual for the Physically Disabled Two Year College Applicant.** ED 144 648
- Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA).** ED 144 646
- The History Curriculum in Community Colleges.** ED 144 629
- Initial Job Placement for JCCC Career Students, Classes of 1973-1976.**

- ED 144 666
The Instructional Clinic & Staff Development:
When Faculty Come From Behind the Class-
room Door.
- ED 144 630
Leeward Community College: Developmental
Education Study.
- ED 144 637
Operational Incentives and the Growth of
Competition in the Education Sector.
- ED 144 659
Part-Time Faculty in 2-Year Colleges.
- ED 144 650
Performance Contract or Syllabus? A Com-
parison of Student Achievement in Social
Science Courses.
- ED 144 662
Presidential Evaluation.
- ED 144 643
Professional Associations for Two-Year College
Student Development Staff.
- ED 144 663
Project Evaluation Report.
- ED 144 644
Reverse and Lateral Transfers at Oakton Com-
munity College, 1971-1977. Report No. 1,
1977.
- ED 144 661
Review of Multi-unit Community College Dis-
trict Organization.
- ED 144 658
Selected Proceedings of the National Con-
ference on Community Services in the Commu-
nity College (San Diego, California, March 3-5,
1976).
- ED 144 640
State Reports on Two-Year Colleges: A
Selected Bibliography of ERIC Documents.
- ED 144 632
Statewide Community College Services.
- ED 144 669
A Study of Counseling Services in Two-Year
Colleges.
- ED 144 635
A Study of Remedial Algebra Courses Taught
At Queensborough Community College: Spring
and Fall 1973.
- ED 144 654
A Study of Remedial Reading Courses (BE-03)
Offered During the Fall, 1972 Semester: A
Baseline for Longitudinal Studies.
- ED 144 653
A Survey of Queensborough Community Col-
lege Alumni: 1962-1974.
- ED 144 649
The Validity of the Queensborough Community
College Procedure Placing Students in a
Remedial Writing Course (BE-01).
- ED 144 655
Yesterday and Today: A Comparison of Santa
Ana College Students, Fall 1966 and Fall 1976.
- ED 144 660
- Junior College Students**
California Community College Students: A
Brief Profile of Those Enrolled, Particularly in
Vocational Education.
- ED 144 628
Development of Follow-Up Questionnaires for
Vocational and Transfer Students at the El
Paso Community College and Development of
Faculty Motivation Scales. Consulting Report.
- ED 144 943
National Longitudinal Study of the High School
Class of 1972. Attrition from College: The
Class of 1972 Two and One-Half Years After
High School Graduation.
- ED 144 989
Reverse and Lateral Transfers at Oakton Com-
munity College, 1971-1977. Report No. 1,
1977.
- ED 144 661
Yesterday and Today: A Comparison of Santa
Ana College Students, Fall 1966 and Fall 1976.
- ED 144 660
- Junior High Schools**
Curriculum Development in Occupational Ex-
ploration.
- ED 143 855
Students' Perceptions of Behavior and Instru-
ctional Practices in Open-Space Schools.
- ED 143 939
- Junior High School Students**
Effects of the Approval Motive Upon Re-
sistance to Temptation Under Contrasting In-
centive Conditions.
- ED 144 699
- Mathematical Cognitive Structures of Junior
High Students Educated in the United States
and of Those Recently Arrived from Hong
Kong, an Exploratory Study.
- ED 145 007
- Junk Food**
Food in the Schools, Part I. Options in Educa-
tion, Program #75.
- ED 145 009
- Kansas**
Guide to the Use of Information. Question
Negotiation, Search Delivery, Search Evalua-
tion.
- ED 144 558
Vocational Education Research Summaries in
Colleges and Universities of Kansas 1969-1975.
- ED 143 882
- Kansas (Wichita)**
School Desegregation in Wichita, Kansas: A
Staff Report of the U.S. Commission on Civil
Rights.
- ED 145 068
- Kapampangan**
Speaking Kapampangan. PALI Language Texts:
Philippines.
- ED 144 357//
- Kentucky**
Curriculum Overload--Its Effect on Teaching
the Basic Skills. Technical Report.
- ED 144 177
Issue on Censorship.
- ED 144 074
Kentucky Quality Education Study: 1974-75.
Technical Report.
- ED 144 176
Second Year Manual for the Kentucky Ap-
palachia Vocational Staff Exchange Project.
Revised.
- ED 143 848
- Kentucky (Jefferson County)**
Project Student Concerns. Interim Report.
- ED 145 066
- Kentucky (Louisville)**
Project Student Concerns. Interim Report.
- ED 145 066
- Kentucky Valley Educational Cooperative**
Career Education: The Kentucky Valley Edu-
cation Cooperative Approach.
- ED 143 795
- Kenya**
The Structure of Infant-Adult Social
Reciprocity. A Cross Cultural Study of Face to
Face Interaction: Gusii Infants and Mothers.
- ED 144 701
- Key Word in Context**
A State-Of-The-Art Survey on Automatic In-
dexing.
- ED 144 624
- Key Words in Context**
Get KWIC Help: An Information Service to
Assist Trainers in Aging.
- ED 143 912
- Kindergarten Children**
Aging: A Kindergarten Curriculum.
- ED 144 680
Suggestive Data Concerning the Stability of the
McCarthy Scales.
- ED 144 968
- Kinesthetic Methods**
Basic Movement Activities. Perceptual Motor
Development. Book 1.
- ED 144 930//
- Kinesthetic Perception**
An Annotated Bibliography on Movement Edu-
cation.
- ED 144 936
- Kohlberg (Lawrence)**
Moral Development and Ethical Decision-Mak-
ing: Theory and Faddism.
- ED 144 868
Resistance to Temptation and Moral Judgment:
Behavioral Correlates of Kohlberg's Measure of
Moral Judgment.
- ED 144 706
- Labeling (of Persons)**
Pygmalion in Native-Indian Education.
- ED 144 744
- Laboratory Techniques**
Newborn Screening for Genetic-Metabolic Dis-
eases: Progress, Principles and Recommendations.
- ED 144 722
- Labor Economics**
Public Employee Unions: A Study of the Crisis
in Public Sector Labor Relations.
- ED 144 215//
- Laborers**
The Plantation System in the Ethnic Con-
sciousness of Hawaii (A Rationale for the
Study of the Plantation in Values Education)
[And] A Day in the Life of Ah Sing Chong
[And] A Worker's Daily Round.
- ED 144 870
- Labor Force**
A Comparison of the Processes of Earning
Achievement of Black and White Married
Females.
- ED 143 890
Seminar/Workshops on Women in the World
of Work. U.S. Office of Education Regions III,
IV and V. Final Report.
- ED 143 884
Women's Labor Force Activity in Metropolitan
and Nonmetropolitan Areas, 1960-1970.
- ED 144 731
- Labor Force Non Participants**
The Hypothetical Labor Market Response of
Black and White Women to a National Pro-
gram of Free Day Care Centers.
- ED 143 862
- Labor Legislation**
The Rodda Act--One Year Later.
- ED 144 262
What Every Taxpayer Should Know About
Collective Bargaining.
- ED 144 260//
- Labor Market**
Health Manpower Literature. Volume 1.
Number 1.
- ED 143 825
Poverty and Public Policy. Final Draft.
- ED 145 035
- Labor Supply**
A Study of Nationwide Availability of Women
& Minorities for Positions in Officials &
Managers & Professionals. Employment
Categories. Final Report.
- ED 143 808
- Land Use**
Land Use and the Legislatures: The Politics of
State Innovation. Land Use Series.
- ED 144 256
Spreading Deserts--The Hand of Man. World-
watch Paper 13.
- ED 144 861
- Language**
Dialect Clash in America: Issues and Answers.
- ED 144 068//
A Guide to the Languages of the World.
- ED 144 364//
Inventing and Playing Games in the English
Classroom: A Handbook for Teachers.
- ED 144 065
- Language Ability**
Survey of Pupils in Vancouver Schools for
Whom English is a Second Language. (A
Replication of the Survey for the Task Force
on English).
- ED 144 361
- Language Arts**
The Affective Goals of Continuing Education.
- ED 144 101
Case Grammar and the Elementary School
Language Arts Curriculum?
- ED 144 075
An Ideabook for Newspaper-Related Materials.
- ED 144 070
Language Arts Instruction K-12.
- ED 144 064
Occupational Education Coordinator's Hand-
book: 7-8.
- ED 143 804
Occupational Education Coordinators' Hand-
book: 4-6.
- ED 143 805
Occupational Education Coordinators' Hand-
book: K-3.

- Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning. ED 143 806
- Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation. ED 143 999
- Supplemental Learning Activity Package. Secondary. Language Arts-Writing. Volume III. ED 144 104
- Understanding Language: A Primer for the Language Arts Teacher. ED 143 780
- ED 144 108//
- Language Attitudes**
- Hispanic Organizational Interest in Language Maintenance. ED 144 362
- Language Classification**
- A Guide to the Languages of the World. ED 144 364//
- The Lasting Properties of Word-Counts. ED 144 116//
- Language Comprehension**
- Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. ED 144 398
- Language Development**
- The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1. ED 144 411
- The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1. ED 144 408
- Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies. ED 144 418
- The Influence of Sentence Type upon Paraphrase Strategy in Children. ED 144 420
- Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13. ED 144 383
- Notes on the Acquisition of Interrogative-Word Questions. ED 144 377
- Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report. ED 144 335
- Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries. ED 144 004//
- Sibling Intervention in First Language Acquisition: A Case Study. ED 144 384
- Talking about the There and Then. ED 144 390
- Language Dominance**
- Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. ED 144 417
- Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410
- Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1. ED 144 412
- Language Experience Approach**
- The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1. ED 144 400
- Language Guides**
- Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- Language Handicapped**
- Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report. ED 144 335
- Language Instruction**
- Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2. ED 144 344
- Chinese Children's Songs. ED 144 387
- Competencies of Foreign Language Teachers. ED 144 386
- Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977) ED 144 342
- Driving in Spanish for American Tourists. ED 144 367
- Effective Techniques for English Conversation Groups. ED 144 355//
- Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977. ED 144 413
- A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
- Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1. ED 144 401
- Language and Bilingual Education. ED 144 382
- The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1. ED 144 400
- Language Needs of Minority Group Children. Learners of English As a Second Language. ED 144 370//
- Lessons in Colloquial Hindustani for Fiji. ED 144 353
- Lexique Mandingue-Francais (Mandinka-French Lexicon). ED 144 352
- Literature in Translation: Meeting the Challenges. ED 144 391
- Potpouri of Foreign Language Aids, Vol. 3. ED 144 416
- Speaking Kapampangan. PALI Language Texts: Philippines. ED 144 357//
- Spoken Chad Arabic. ED 144 356
- Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977. ED 144 414
- Swahili. An Active Introduction. General Conversation. ED 144 351
- Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 381
- TESL Reporter, Vol. 10, No. 4. ED 144 363
- Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385
- Language Maintenance**
- Hispanic Organizational Interest in Language Maintenance. ED 144 362
- Language in the Chicano Community: A Sociolinguistic Consideration. ED 144 372
- Linguistic Aspects of Emigrant Children. ED 144 340
- Language of Instruction**
- Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1. ED 144 396
- Language Patterns**
- Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
- What is Filipino? ED 145 005
- Language Processing**
- Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1. ED 144 396
- Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1. ED 144 399
- Language Proficiency**
- Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1. ED 144 406
- Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
- Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. ED 144 417
- Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977. ED 144 413
- How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1. ED 144 394
- The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1. ED 144 400
- Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1. ED 144 412
- Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1. ED 144 409
- Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. ED 144 403
- Language Programs**
- An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371
- A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications. ED 144 343
- Report of the NEA Task Force on Bilingual/Multicultural Education. ED 144 379
- A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. ED 144 345//
- Language Research**
- Anaphora: A Cross Disciplinary Survey. Technical Report No. 31. ED 144 039
- Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2. ED 144 344
- Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children. ED 144 103
- The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1. ED 144 411
- The Development of Writing Abilities (11-18). ED 144 049//
- Language in the Chicano Community: A Sociolinguistic Consideration. ED 144 372

- The Lasting Properties of Word-Counts. ED 144 116//
Sibling Intervention in First Language Acquisition: A Case Study. ED 144 384
Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22. ED 144 366
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977. ED 144 138
- Language Role**
Linguistic Relativity Revisited. ED 144 153
What is Filipino? ED 145 005
- Languages**
A Guide to the Languages of the World. ED 144 364//
- Language Skills**
Competencies of Foreign Language Teachers. ED 144 386
Job Opportunities for People Who Know Foreign Languages. ED 144 375
Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools. ED 145 023//
- Language Styles**
Language Levels in Writing and Speaking. ED 144 151
- Language Teachers**
Competencies of Foreign Language Teachers. ED 144 386
A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970-December 31, 1973. Final Project Report. ED 143 773
Potpourri of Foreign Language Aids, Vol. 3. ED 144 416
- Language Tests**
Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7. ED 144 360
Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1. ED 144 407
Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. ED 144 417
The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1. ED 144 411
Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410
Language Assessment Identifying LESA's. ED 144 415
Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. ED 144 405
Placement Tests for Golden Mountain Reading Series. ED 144 388
Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. ED 144 403
Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. ED 144 398
- Language Typology**
A Guide to the Languages of the World. ED 144 364//
- Language Universals**
Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Language Usage**
Are First Grade Indian Children Ready to Read? ED 144 016
Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977) ED 144 342
Dialect Clash in America: Issues and Answers. ED 144 068//
A Guide to the Languages of the World. ED 144 364//
Language in the Chicano Community: A Sociolinguistic Consideration. ED 144 372
Language Levels in Writing and Speaking. ED 144 151
The Lasting Properties of Word-Counts. ED 144 116//
Racism in the English Language. ED 144 080
Talking about the There and Then. ED 144 390
What is Filipino? ED 145 005
- Language Variation**
De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7. ED 144 359
A Guide to the Languages of the World. ED 144 364//
Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1. ED 144 404
What is Filipino? ED 145 005
- Lateral Dominance**
The Relationships Between Cerebral Dominance and Different Mental Abilities. ED 143 895
- Latin America**
Rhetoric of Art and Technology in Latin America. ED 144 132
- Latin American Culture**
Rhetoric of Art and Technology in Latin America. ED 144 132
- Law Enforcement**
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I. ED 144 423
Police Communications: Humans and Hardware. ED 144 118//
Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975. ED 144 735//
- Laws**
Legal Questions of the Application of Microfilms. ED 144 625
- Layout (Publications)**
Books: From Writer to Reader. ED 144 010//
- Leader Participation**
Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
- Leaders Guides**
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised). ED 144 689
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
Education for Parenthood: All About Children. ED 144 687
Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition). ED 144 684
Every Child Matters. ED 144 685
Every Child Matters. Leader's Guide. ED 144 686
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide. ED 144 688
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition). ED 144 682
Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition). ED 144 690
Manana: A Program Prepared for Corps and Community Centers. Leader's Guide. ED 144 691
Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide. ED 144 693
Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems. ED 144 694
Youth in Educational Service: Education for Parenthood. ED 144 683
- Leadership Qualities**
The Unconscious Conspiracy: Why Leaders Can't Lead. ED 144 241//
- Leadership Responsibility**
Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869
The Unconscious Conspiracy: Why Leaders Can't Lead. ED 144 241//
- Leadership Styles**
Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment. ED 143 958
The Role of the School Leader and a Training Programme. ED 144 166
- Leadership Training**
Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768
Leadership and Women in Organizations. ED 143 986//
Leisure and Recreation: Introduction and Overview. ED 144 933//
The Role of the School Leader and a Training Programme. ED 144 166
- Learning**
A Cognitive Problem-Solving Approach to Learning in Later Adulthood. ED 143 965
The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature. ED 143 920

248 Subject Index

- First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812
- Parents Aid School Success Instructor's Manual. ED 143 906
- ### Learning Activities
- Aging: A Kindergarten Curriculum. ED 144 680
- Business and Consumer Arithmetic Curriculum Guide. ED 143 809
- Career Development Curriculum for English Teachers. ED 144 069
- Career Education Concepts and Skills: Scope and Sequence. ED 143 794
- Career Exploration Program: A Cluster Approach. Publication No. 0057. ED 143 799
- A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs. ED 144 332
- The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States. ED 144 874
- Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics. ED 144 860
- An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12. ED 144 380
- Exploring the Applied Arts. Publication No. 0041. ED 143 798
- The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report. ED 144 864
- Final Report of Curriculum and Development in Arts Education. ED 144 852
- General Business for Economic Awareness. Curriculum Guide. ED 143 816
- Health Occupations. Nursing Assistant. ED 143 779
- Home Brew Salinity Measuring Devices: Their Construction and Use. ED 144 838
- Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade. ED 143 803
- An Ideabook for Newspaper-Related Materials. ED 144 070
- Insects. Hawaii Nature Study Project. ED 144 845
- The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1. ED 144 400
- Man and Environment Teaching Alternatives. ED 144 826
- Man in His World. ED 144 790
- Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3. ED 143 818
- Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for Upper Elementary Education, 4-6. ED 143 819
- Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12. ED 143 820
- Parents Aid School Success Parents Handbook. ED 143 905
- Parts of Plants. Hawaii Nature Study Project. ED 144 846
- Preparing Your Preschooler for Reading: A Book of Games. ED 144 012//
- Racism in the English Language. ED 144 080
- Reading Skills and Activities for the Adult. ED 144 000
- Reef and Shore. Hawaii Nature Study Project. ED 144 847
- Safety Belt Activity Book: A Guide for Teachers of Grades K-6. ED 144 844
- Supplemental Learning Activity Package. Secondary. Language Arts--Writing. Volume III. ED 143 780
- Teacher Made Materials. ED 144 265
- ### Learning Disabilities
- Alternatives in Program Development for Exceptional Children. ED 144 264
- An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher. ED 144 337
- Data-Based Program Modification: A Manual. ED 144 270
- Educational Considerations for the Learning Disabled Adolescent: Selected Papers. ED 144 330
- The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction. ED 144 266
- Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54. ED 144 043
- A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines. ED 144 331
- Learning Disabilities: An Interdisciplinary Perspective. ED 144 323
- Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together. ED 144 037
- Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program. ED 144 291
- Project Seacape: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292
- Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded. ED 144 011//
- Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner. ED 143 896
- ### Learning Modules
- Adult Career Education Counseling Project. Final Report. ED 143 828
- Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768
- Oakie Lucy: On Community Involvement. Instructional Module IV. ED 144 696
- Something about China. ED 144 848
- A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783
- A Training Module: Developing a Learning Activity Package. ED 143 781
- ### Learning Motivation
- Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975. ED 144 995
- The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation. ED 144 702
- ### Learning Processes
- Cognitive Elaboration Learning Strategies. ED 144 953
- Communication and Learning in Small Groups. ED 144 139//
- Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL). ED 143 893
- The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages. ED 144 042
- The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report. ED 143 998
- The English-as-a-Second-Language Child's Learning of Grammar and Syntax. ED 144 346
- The Exploration of the Outward Bound Process. ED 144 754
- Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1. ED 144 396
- Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning. ED 144 307
- The Simultaneous Acquisition of Multiple Memories. ED 144 044
- ### Learning Readiness
- Acceptance Testing--Course Readiness Measurement. ED 144 975
- ### Learning Theories
- Cognitive Elaboration Learning Strategies. ED 144 953
- Cognitive-Field Implications for the Teaching of Technical Writing. ED 144 078
- Instructional Strategies for Teaching Writing. ED 144 077
- Moral Development and Ethical Decision-Making: Theory and Faddism. ED 144 868
- The Psychology of Learning: Theory and Applications for Educators. ED 143 889
- ### Legal Education
- Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report. ED 144 758
- ### Legal Problems
- Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers. ED 143 961
- Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
- Legal Questions of the Application of Microfilms. ED 144 625
- [Report from the Student Press Law Center.] ED 144 053
- ### Legal Responsibility
- The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32. ED 144 473
- Sports Safety II. Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976). ED 144 937
- ### Legislation
- Child Abuse--A National Perspective. ED 144 295
- Communications--Getting the Act Together. ED 144 562
- Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 474

- Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966.** Yale Higher Education Program Working Paper. ED 144 478
- Leisure Time**
Leisure and Recreation: Introduction and Overview. ED 144 933//
- Lesson Plans**
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition. ED 144 834
Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition. ED 144 835
Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition. ED 144 836
Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition. ED 144 837
A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319
- Liberal Arts**
Cooperative Education: A Perspective. An Occasional Report on Innovation. ED 144 504
- Liberal Arts Majors**
Cooperative Education: An Alternative for English Majors. ED 144 100
- Librarians**
Librarians and Academic Status: A Position Paper. ED 144 585
Librarianship and Information Work: Job Characteristics and Staffing Needs. ED 144 581
The Teacher's Library. ED 144 935
- Libraries**
Experiences of an Interactive Retrieval System-ESRO/RECON. ED 144 609
A Search for New Insights in Librarianship: A Day of Comparative Studies. ED 144 579
A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah. ED 144 608
The Teacher's Library. ED 144 935
- Library Acquisition**
Approval Plans and Academic Libraries: An Interpretive Survey. ED 144 577//
Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
Guidelines on Manuscripts and Archives. ED 144 622
- Library Administration**
Librarianship and Information Work: Job Characteristics and Staffing Needs. ED 144 581
Statistical Measurement and Cataloging: Variables Determining Quantitative Output. ED 144 606
- Library Associations**
FID Yearbook. 1976. ED 144 621
FID Yearbook. 1977. ED 144 599
- Library Automation**
Library Automation: A "First Course" Teaching Syllabus. ED 144 618
Pastime-A System for File Compression. ED 144 613
- Library Collections**
An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591
Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library. ED 144 597
A Video Handbook for Libraries: A Look at What Milwaukee Has Done. ED 144 555
- Library Education**
Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science. ED 144 528
A Search for New Insights in Librarianship: A Day of Comparative Studies. ED 144 579
Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials." ED 144 534
- Library Expenditures**
Annual Report of the University Libraries. June 1, 1975-May 31, 1976. ED 144 556
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations. ED 144 596
- Library Facilities**
The Teacher's Library. ED 144 935
- Library Instruction**
Bibliographic Instruction. ED 144 582
A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah. ED 144 605
Lawrence University's Library Service Enhancement Program: A Report on the Planning Year. ED 144 576
Library Instruction and Team Teaching. ED 144 604
- Library Material Selection**
Appraisal, Children's Science Books, Vol. 10, No. 3. ED 144 830//
Approval Plans and Academic Libraries: An Interpretive Survey. ED 144 577//
Basic Library List for Four-Year Colleges. Second Edition. ED 144 816
Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials." ED 144 534
- Library Networks**
Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977. ED 144 592
NORWELD. Third Annual Report. Final Report. ED 144 543
- Library of Congress**
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976. ED 144 584
The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976. ED 144 583
- Library Planning**
Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977. ED 144 592
Lawrence University's Library Service Enhancement Program: A Report on the Planning Year. ED 144 576
- Library Programs**
Bibliographic Instruction. ED 144 582
Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.
- Library Reference Services**
Computer Search Service Group. Policy Manual. ED 144 557
Writer's Research Handbook: The Research Bible for Freelance Writers. ED 144 081//
- Library Research**
A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah. ED 144 605
Ohio Academic Library Innovation: A Directory. Tower Series No. 3. ED 144 607
- Library Role**
A Search for New Insights in Librarianship: A Day of Comparative Studies. ED 144 579
- Library Schools**
Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science. ED 144 528
- Library Services**
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976. ED 144 584
Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977. ED 144 592
Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library. ED 144 597
A Video Handbook for Libraries: A Look at What Milwaukee Has Done. ED 144 555
- Library Skills**
Bibliographic Instruction. ED 144 582
Library Instruction and Team Teaching. ED 144 604
- Library Surveys**
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations. ED 144 596
A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah. ED 144 608
Survey of Users at the University of Oregon Map Library. ED 144 593
- Library Technical Processes**
Computer Search Service Group. Policy Manual. ED 144 557
An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591
Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
Guidelines on Manuscripts and Archives. ED 144 622
- Library Technicians**
Paraprofessional Library Employees. ED 144 594
- Libya**
A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76. ED 144 883
- Life Style**
In Praise of Diversity: A Resource Book for Multicultural Education.

250 Subject Index

- Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 144 855
ED 143 988//
- Lifetime Sports**
Skiing, October 1977-October 1978. NAGWS Rules. ED 144 939
- Lighting**
Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2. ED 144 255
- Lingua Francas**
Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385
- Linguistic Competence**
Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7. ED 144 360
Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076
The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders. ED 143 996
- Linguistic Performance**
Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1. ED 144 406
- Linguistic Relativity**
Linguistic Relativity Revisited. ED 144 153
- Linguistics**
Comments and Exercises on Historical Linguistics. ED 144 086
Understanding Language: A Primer for the Language Arts Teacher. ED 144 108//
- Linguistic Theory**
The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 376
Understanding Language: A Primer for the Language Arts Teacher. ED 144 108//
- Listening Comprehension**
Analyses of Differences between Written and Oral Language. Technical Report No. 29. ED 144 038
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension. ED 144 121
Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies. ED 144 418
- Listening Skills**
Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967
- Literacy**
Communication Research and Instruction for an Uncertain Tomorrow. ED 144 154
Literacy and World Population. Population Bulletin No. 2, Vol. 30. ED 144 096
- Literacy Education**
Literacy Policy and Reading and Writing Instruction. ED 144 025
Response to Prof. Bormuth's Paper. ED 144 026
- Literary Analysis**
Focus on Literature for Children and Young Adults. ED 144 095
Some Recent Perspectives on Research in Language and Literature. ED 144 062
Why is Poetry Difficult? ED 144 055
- Literary Conventions**
A Look at the Modern Fantasy Currently Available to Young Readers. ED 144 109
Rhetoric and Composition: An Overview. ED 144 102
- Literary Criticism**
Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III. ED 144 052
A Look at the Modern Fantasy Currently Available to Young Readers. ED 144 109
Some Recent Perspectives on Research in Language and Literature. ED 144 062
Why is Poetry Difficult? ED 144 055
- Literature**
Comments and Exercises on Historical Linguistics. ED 144 086
Fantasy in Literature. ED 144 097
Inventing and Playing Games in the English Classroom: A Handbook for Teachers. ED 144 065
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
Questions English Teachers Ask. ED 144 107//
A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//
Sport in the Composition Class. ED 144 094
- Literature Appreciation**
Children's Response to Literature. ED 144 034
Fantasy in Literature. ED 144 097
Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else. ED 144 019
Some Recent Perspectives on Research in Language and Literature. ED 144 062
Storytelling: Oral Interpretation in the Senior High School. ED 144 091
Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978. ED 144 105
Understanding Language: A Primer for the Language Arts Teacher. ED 144 108//
Why is Poetry Difficult? ED 144 055
- Literature Programs**
Literature in Translation: Meeting the Challenges. ED 144 391
- Literature Reviews**
Anaphora: A Cross Disciplinary Survey. Technical Report No. 31. ED 144 039
Cognitive Theory. Volume 1. ED 144 021//
Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication. ED 144 125
Development of a Model for a Senior Citizen Bureau. Final Report. ED 144 665
Influences on Learning in Early Childhood: A Literature Review. ED 144 711
Linguistic Relativity Revisited. ED 144 153
- Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Organizational Communication Abstracts-1975. ED 144 160
- Review of Multi-unit Community College District Organization. ED 144 658
- School District Governance: How Democratic? Research Action Brief Number 3. ED 144 169
- Sex Discrimination in Education: A Literature Review and Bibliography. ED 144 976
- Skills, Plans, and Self-Regulation. Technical Report No. 48. ED 144 040
- Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay. ED 144 869
- A State-Of-The-Art Survey on Automatic Indexing. ED 144 624
- Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51. ED 144 041
- Locus of Control**
Autonomy in Education: A Research Approach. ED 144 940
Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement. ED 143 928
The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance. ED 143 977
Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900
- Logic**
A Game Plan for Teaching Logic. ED 144 672
- Logical Thinking**
A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades. ED 144 015
Experience and Transfer: Steps to Cognitive Thinking in Young Children. ED 144 675
Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School. ED 144 988
- Logistic Curves**
Educational Research and Planning as a Career Option for a Mathematics Major. ED 144 667
- Longitudinal Studies**
Chicano Students and Tooele Schools: A Descriptive Research Report. ED 144 733
Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College. ED 144 652
National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. ED 144 989
Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. ED 144 661
Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976. ED 144 660
- Lord Fairfax Community College VA**
The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door. ED 144 630

Louisiana

- Motivational Determinants of Status Aspirations: Comments on Sex Variations. ED 144 763

Louisiana (South)

- Perceptions of a Tri-Racial Community: Adults vs. Adolescents. ED 144 740

Lower Class Parents

- A New Look at Black Families. ED 145 020//

Lower Class Students

- Infant Day Care: A Longitudinal Study. ED 144 707

Low Income

- An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program. ED 144 430

Low Income Groups

- Paraprofessionals in Home Economics Programs for Low-Income Families. ED 143 824

Lunch Programs

- Food in the Schools, Part I. Options in Education, Program #75. ED 145 009

Macbeth

- Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else. ED 144 019

Machine Translation

- Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976. ED 144 590
Margados: A Marc-Like Format for Genealogy with Provision for Documentation. ED 144 600

Maine

- The Reversal in Migration Patterns -- Some Rural Development Consequences. ED 144 743

Maladjustment

- Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922
The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924
Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems. ED 144 694

Malawi

- Major Trends in Education in Malawi, 1974-1976. ED 144 875

Malaysia

- National Report on Development of Education, 1974-1976: Malaysia. ED 144 876

Males

- Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75. ED 144 467
Boys in Primary School. ED 144 714
Middle-Aged Job-Losers. ED 143 864
Understanding the Male Homosexual Experience: Grades 11, 12. ED 143 942

Malta

- National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I--The Organisation and Structure of Education in Malta [And] Part II--Educational Development in Malta 1974-76. ED 144 880

Management

- ACUCA Handbook. Presenting the Performing Arts. ED 144 424//

- Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977. ED 144 499

- CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report. ED 143 810

- Energy Conservation on Campus. Volume I. Guidelines. ED 144 460

- The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries. ED 144 422

- Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques. ED 144 165

- Public Management of Science Case Studies. ED 144 821

- Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4, 1977. ED 144 439

Management by Objectives

- Criterion Referenced Education Associated to Evaluation (CREATE). ED 144 724

- Management by Objectives: A Tool for Accountability. ED 143 788

- Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training. ED 144 143

Management Education

- Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training. ED 144 143

Management Information Systems

- Data Element Dictionary for Vocational Education. ED 143 842

- District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75. ED 143 813

- Maintenance and Development of the California Manpower Management Information System. Final Report. ED 143 881

- Specification and Development of Computer Aids to ISD. ED 144 529

Management Systems

- Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System. ED 143 877

- Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System. ED 143 868

- Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System. ED 143 867

- Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866

- Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training. ED 144 143

- Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler. ED 144 843

Managerial Occupations

- Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

Managing Editors

- Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4. ED 144 051

Mandingo

- Lexique Mandingue-Francais (Mandinka-French Lexicon). ED 144 352

Manipulative Materials

- Activity-Based Learning in Elementary School Mathematics: Recommendations from Research. ED 144 840

- First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812

- Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811

- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809

- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810

Manitoba

- In Search of a Future. 3rd Edition, November 1976. ED 144 771//

Manitoba Indian Brotherhood

- Wahbung - Our Tomorrows. ED 144 773//

Manitoba Metis Development Corporation

- In Search of a Future. 3rd Edition, November 1976. ED 144 771//

Manpower Development

- Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs. ED 144 759

- Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 474

Manpower Needs

- Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

- Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114. ED 144 516

- Health Manpower Literature. Volume I. Number 1. ED 143 825

- Librarianship and Information Work: Job Characteristics and Staffing Needs. ED 144 581

- Maintenance and Development of the California Manpower Management Information System. Final Report. ED 143 881

- Supply and Demand for Scientists and Engineers. A Review of Selected Studies. ED 144 831

- Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 512

- Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities. ED 144 457

Manpower Utilization

- Health Manpower Literature. Volume I. Number 1. ED 143 825

252 Subject Index

- A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report. ED 143 808
- Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee ED 144 512
- Manuals**
- Clark Technical College Adjunct Faculty Handbook. ED 144 647
- Data-Based Program Modification: A Manual. ED 144 270
- Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193
- Manuscripts**
- Guidelines on Manuscripts and Archives. ED 144 622
- Maps**
- Survey of Users at the University of Oregon Map Library. ED 144 593
- Marihuana**
- Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service. ED 143 980//
- Marine Biology**
- Aquaculture: A Course of Study for Sand Point Secondary School. ED 144 788
- Marital Instability**
- Post Separation Adjustment and Women's Liberation. ED 143 908
- Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706. ED 144 761
- Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents. ED 143 901
- Marital Status**
- Authoritarianism and Attitudes Toward Working Wives. ED 143 951
- Marriage**
- Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment. ED 143 978
- Marriage Counseling**
- Post Separation Adjustment and Women's Liberation. ED 143 908
- Maryland (Dorchester County)**
- School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights. ED 145 067
- Massachusetts**
- Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary. ED 144 960
- Massachusetts (Boston)**
- The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice. ED 145 065
- Intellectual Freedom and Racism. ED 145 022
- Mass Media**
- Blacks' Relationship with the Print Media. Discussion Papers 427-77. ED 145 042
- Communication and Rural Development. ED 144 158//
- Communications Policies and Structures. ED 144 128
- The Communications Revolution: A History of Mass Media in the United States. ED 144 082//
- International Communications and Information; Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C. ED 144 135
- Issues and Images: Confessions of a Conference Organizer. ED 144 126
- A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- Refocusing Government-Communications Policy. ED 144 137
- Women in Media: A Documentary Source Book. ED 144 141//
- Master Plans**
- State Master Plan for Special Education in Oregon. ED 144 289
- State Master Plan for Special Education in Oregon. Summary. ED 144 290
- Masters Degrees**
- College and University Degrees Conferred, 1975-76. ED 144 469
- Degree Designations at U.S. Graduate Schools. ED 144 426
- Masters Theses**
- Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975. ED 143 882
- Mastery Learning**
- Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses. ED 144 662
- Teaching Fundamentals of Writing: A Modest Proposal. ED 144 085
- Material Development**
- Creative Games for Learning: Games for Parents and Teachers to Make. ED 144 302//
- Curriculum Development in Occupational Exploration. ED 143 855
- Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System. ED 143 876
- Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975. ED 144 292
- Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875
- Mathematical Concepts**
- 1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800
- Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801
- Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
- Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
- First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812
- How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7. ED 144 806
- Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5. ED 144 804
- Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study. ED 145 007
- Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two. ED 144 813
- Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9. ED 144 808
- The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8. ED 144 807
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810
- Mathematical Models**
- A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report. ED 144 944
- A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers. ED 144 575
- The Use of Computers in Simulations. ED 144 538
- Mathematical Sentences**
- How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- Mathematics**
- Basic Library List for Four-Year Colleges. Second Edition. ED 144 816
- Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407. ED 144 958
- Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools. ED 145 023//
- Occupational Education Coordinator's Handbook: 7-8. ED 143 804
- Occupational Education Coordinators' Handbook: 4-6. ED 143 805
- Occupational Education Coordinators' Handbook: K-3. ED 143 806
- Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey. ED 143 933
- Mathematics Curriculum**
- Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975. ED 144 452
- Mathematics Education**
- Activity-Based Learning in Elementary School Mathematics: Recommendations from Research. ED 144 840
- International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix. ED 144 822

- Issues Arising on the Use of Hand-Held Calculators in Schools. ED 144 814
- Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975. ED 144 452
- Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I. ED 144 823
- Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler. ED 144 843
- A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory. ED 144 819
- Mauritius**
Report on Educational Developments, 1974-1976. Mauritius. ED 144 901
- McCarthy Scales of Childrens Abilities**
Suggestive Data Concerning the Stability of the McCarthy Scales. ED 144 968
- Measurement**
An Adjective Rating Scale for Film Previews. ED 144 157
- Controversies in the Evaluation of Compensatory Education. ED 145 011
- Measuring Perceptions of Aging Across Social Strata. ED 143 955
- Statistical Measurement and Cataloging: Variables Determining Quantitative Output. ED 144 606
- Measurement Goals**
Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One. ED 145 017
- A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact. ED 144 715
- What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results. ED 143 831
- Measurement Instruments**
Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//
- Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System. ED 143 868
- A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact. ED 144 715
- Measurement Techniques**
Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410
- The Evolution of Early Individual Differences in Orientation Towards Peers. ED 144 676
- Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One. ED 145 017
- A Multisite Evaluation of Reading Is Fundamental: Technical Report. ED 143 997
- Oracle or Monacle: Research Concerning Attitudes Toward Feminism. ED 143 991//
- Media Research**
An Adjective Rating Scale for Film Previews. ED 144 157
- Advertising Research: The State of the Art. ED 144 072//
- Blacks' Attitudes and Behaviors Toward Television. ED 145 041
- Communication and Rural Development. ED 144 158//
- Current Work on Telecommunications Policies and Structures. ED 144 134
- The Effects of Newspaper-Television Cross-Ownership on News Homogeneity. ED 144 054//
- Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
- Issues and Images: Confessions of a Conference Organizer. ED 144 126
- Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4. ED 144 051
- Refocusing Government-Communications Policy. ED 144 137
- The Uses of the 1976 Presidential Debates in Electoral Decision Making. ED 144 162
- Window Dressing on the Set: Women and Minorities in Television. ED 144 115
- Media Selection**
Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report. ED 143 786
- Media Technology**
Communication Delivery Services in Developing Nations. ED 144 129
- Medical Care Evaluation**
Policy and Evaluation in the Health Professions. ED 144 447
- Medical Education**
Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450
- Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings. ED 144 573
- Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice. ED 143 891
- An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine. ED 144 434
- An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine. ED 144 435
- An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography. ED 144 438
- Medical Education and the Contemporary World. ED 144 508
- Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper. ED 144 481
- National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session. ED 144 796
- Medical Schools**
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
- An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine. ED 144 435
- Medical Services**
Health, Higher Education and the Community. Towards a Regional Health University. ED 144 498
- Integrated Living for Severely Disabled People: A Radical Approach. ED 143 943
- Medical Treatment**
The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction. ED 144 266
- Medicine**
An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine. ED 144 434
- Memory**
Cognitive Theory. Volume 1. ED 144 021//
- Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
- The Simultaneous Acquisition of Multiple Memories. ED 144 044
- Skills, Plans, and Self-Regulation. Technical Report No. 48. ED 144 040
- Mental Development**
The Relationships Between Cerebral Dominance and Different Mental Abilities. ED 143 895
- Mental Health**
Quality of Life Impact on Mental Health Needs. ED 143 910
- Mentally Handicapped**
Colloquium Series on Career Education for Handicapped Adolescents. 1977. ED 143 790
- Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791
- Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled. ED 144 316
- Merchandise Information**
Advertising Research: The State of the Art. ED 144 072//
- Merchandising**
Advertising Research: The State of the Art. ED 144 072//
- Methods**
Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//
- Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//
- Planning for the Aging: A Manual of Practical Methods. ED 143 956
- A Uniform Notation for Expressing Queries. ED 144 598
- Methods Research**
Controversies in the Evaluation of Compensatory Education. ED 145 011
- Facilitating Student Learning. J.W. Brister Library Monograph Series 5. ED 144 487
- Metropolitan Areas**
Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
- Mexican Americans**
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
- The Chicana Feminist. ED 144 768//
- Developmental Program: A Better Opportunity. Cochise College. ED 144 639
- Developmental Studies Program: Cochise College, 1971-1977. ED 144 638

- Implications of Change in Mexican American Families. ED 144 726
- Language in the Chicano Community: A Sociolinguistic Consideration. ED 144 372
- Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7. ED 144 778
- A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//
- A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419
- Mexico**
- Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55. ED 144 172
- Michigan**
- [State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions]. ED 144 925
- Statewide Community College Services. ED 144 669
- Michigan (Kalamazoo)**
- School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights. ED 145 045
- Microfiche**
- Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment. ED 144 589
- Microfilm**
- Legal Questions of the Application of Microfilms. ED 144 625
- Microforms**
- An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591
- Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
- Middle Aged**
- Middle-Aged Job-Losers. ED 143 864
- The Midlife Crisis and Educational Programming. ED 143 784
- Middle Class Parents**
- A New Look at Black Families. ED 145 020//
- Middle Voice**
- The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 376
- Migrant Child Education**
- State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976. ED 144 760
- Migrant Children**
- Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59. ED 144 368
- Migrant Education**
- Criterion Referenced Education Associated to Evaluation (CREATE). ED 144 724
- A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education. ED 144 739
- Migrant Health Services**
- Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Migrants**
- Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774
- The Reversal in Migration Patterns - Some Rural Development Consequences. ED 144 743
- Migrant Workers**
- An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions. ED 144 769
- An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings. ED 144 770
- Migration**
- Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children. ED 144 231//
- Military Personnel**
- Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922
- Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974. ED 144 912
- Educational Opportunities in the United States Army. ED 143 916
- Leadership and Women in Organizations. ED 143 986//
- Military Service**
- The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924
- Military Training**
- Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976. ED 144 561
- Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training. ED 145 029
- Mill (John Stuart)**
- An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria. ED 143 774
- Minnesota (Detroit Lakes)**
- Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977. ED 144 765
- Minnesota (Minneapolis)**
- School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights. ED 145 044
- Minority Group Children**
- Language Needs of Minority Group Children. Learners of English As a Second Language. ED 144 370//
- Psychological and Educational Assessment of Minority Children. ED 145 021//
- Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C. ED 144 983
- Minority Groups**
- Directory of Organizations in Engineering Programs for Minorities. ED 144 977
- Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights. ED 144 326
- Housing for New Types of Students. A Report. ED 144 212
- Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills. ED 144 087
- Paraprofessionals--Changes in Minority Group Women After Four Years of College. ED 143 914
- Sourcebook of Equal Educational Opportunity. Second Edition. ED 145 064//
- A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report. ED 143 808
- Window Dressing on the Set: Women and Minorities in Television. ED 144 115
- Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers. ED 144 505
- Work Values of University Students: An Analysis by Ethnic Groups and Sex. ED 144 849
- Misbehavior**
- Guidelines for School Discipline. ED 144 247
- Mississippi (Greenville)**
- School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights. ED 145 057
- Missouri (Kirkwood)**
- School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights. ED 145 048
- Mobility**
- Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4. ED 144 244
- Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6. ED 144 245
- Mobility Aids**
- Internal and External Family Support Patterns that Promote Stability in Black Families. ED 145 019
- Modeling (Psychological)**
- Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure. ED 143 917
- The Effects on Adults of Being Imitated by Children: A Review and Methodological Critique. ED 143 972
- Sibling Intervention in First Language Acquisition: A Case Study. ED 144 384
- Models**
- Adult Career Education Counseling Project. Final Report. ED 143 828
- Alternatives in Program Development for Exceptional Children. ED 144 264
- Career Education in Higher Education. An Infusion Model. ED 143 814
- Child Abuse: From Research to Remediation. ED 144 314
- Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3. ED 144 956
- A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report.

- ED 143 802
Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.
- ED 144 759
The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.
- ED 144 408
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools.
- ED 144 728
Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977.
- ED 144 991
Implementing Long-Range Planning for Vocational Education.
- ED 143 837
Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.
- ED 144 762
A Manual for Assessing Open-Ended Statements of Concern About an Innovation.
- ED 144 207
A Model for Testing Rival Hypotheses in Longitudinal Social Problems.
- ED 144 966
A Model to Implement Career Education.
- ED 143 817
A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.
- ED 143 878
A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development.
- ED 144 737
Multiple Theory Formation in High-Level Perception. Technical Report No. 38.
- ED 144 020
A Ph.D. Program for Vocational Education.
- ED 143 841
Planning for Vocational Education.
- ED 143 835
A Policy Information System for Vocational Education.
- ED 143 834
Project Evaluation Report.
- ED 144 644
A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications.
- ED 144 343
The Rhetorical Triangle as Direction Finder in the Composing Process.
- ED 144 056
Rural Family Development: A Delivery System for Social Programs.
- ED 144 755
A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools.
- ED 145 015
Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.
- ED 144 041
Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).
- ED 144 182
- Modern Languages**
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
ED 144 344
- Money Management**
Business and Consumer Arithmetic Curriculum Guide.
ED 143 809
The Investment of School Funds, 1976.
ED 144 201
- Moral Development**
Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.
ED 144 980
Moral Development and Ethical Decision-Making: Theory and Faddism.
ED 144 868
- Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment.
ED 144 706
Values Concepts and Techniques.
ED 144 904//
- Moral Judgment**
Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.
ED 144 980
- Mothers**
An At-Home Rehabilitation Program for Families of Women Alcoholics.
ED 143 960
Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School.
ED 143 990//
Fire and Children: Learning Survival Skills.
ED 144 720
The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers.
ED 143 862
- Motion**
An Annotated Bibliography on Movement Education.
ED 144 936
- Motivation**
Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions.
ED 144 699
Persistence and Achievement.
ED 143 915
Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns.
ED 143 932
- Motivation Techniques**
The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation.
ED 144 702
Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976.
ED 144 986
- Motor Development**
An Annotated Bibliography on Movement Education.
ED 144 936
- Motor Vehicles**
Driving in Spanish for American Tourists.
ED 144 367
- Movement Education**
An Annotated Bibliography on Movement Education.
ED 144 936
- Moving Stimuli**
Circumstances Which Facilitate Children's Recognition of Moving People.
ED 144 723
- Moynihan (Daniel P)**
A New Look at Black Families.
ED 145 020//
- Muller Lyer Illusion**
A Summary of Selected Research on Cognitive and Perceptual Variables.
ED 145 003
- Multicampus Colleges**
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35.
ED 144 514
- Multicampus Districts**
Review of Multi-unit Community College District Organization.
ED 144 658
- Multicultural Education**
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.
ED 144 867
- Multidimensional Scaling**
Communication Network Analysis Methods.
ED 144 117
- Multilingualism**
De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.
ED 144 359
- Multimedia Instruction**
Guides to Educational Media Software. Educational Media Information Series, Volume One.
ED 144 531
- Multiple Choice Tests**
Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.
ED 144 993
- Multiple Regression Analysis**
The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.
ED 144 957
[Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared.]
ED 144 949
- Museums**
The Role of the Cultural Institution in Reading through the Arts and Humanities.
ED 144 032
- Music**
Chinese Children's Songs.
ED 144 387
Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli.
ED 143 954
- Myers Briggs Type Indicator**
Personality Variables: Modal Profiles that Characterize Various Fields of Science.
ED 144 780
- Narcotics**
Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service.
ED 143 980//
- Narration**
Temporal Analysis of English and Spanish Narratives.
ED 144 369
- National Academy of Sciences**
National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.
ED 144 796
- National Education Association**
The Great Debate III. Options in Education, Program #91.
ED 144 238
- National Information Systems**
National Information Policy.
ED 144 623
Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.
ED 144 528
- National Institute of Education**
A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976).
ED 144 217
- National Institutes of Health**
Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.
ED 144 784
- National Libraries**
The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976.
ED 144 583

National Longitudinal Study High School Class 1972

National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation.

ED 144 989

National Norms

Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen.

ED 144 458

National Programs

Bridges to Work: International Comparison of Transition Services.

ED 143 853

National Information Policy.

ED 144 623

National Science Foundation

Planning Instruction and Monitoring Classroom Processes with Computer Assistance.

ED 144 523

National Surveys

Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.

ED 144 679//

Elementary Schools and the Receipt of Compensatory Funds.

ED 145 028

Fall Enrollment in Higher Education, 1975. Summary Report.

ED 144 451

Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series.

ED 144 820

The History Curriculum in Community Colleges.

ED 144 629

How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.

ED 144 221

Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft.

ED 144 984

Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.

ED 144 051

Report: Discipline In Our Big City Schools.

ED 144 210//

A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.

ED 144 167

A Survey of Theatre in American Secondary Schools.

ED 144 156

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

ED 144 250

Native Speakers

An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12.

ED 144 380

Nature Nurture Controversy

Intellectual Freedom and Racism.

ED 145 022

Navajos

The Navajos, A Critical Bibliography.

ED 144 751//

Vocational Education on the Navajo Reservation: Present Status and Future Directions.

ED 143 886

Nazi Germany

University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.

ED 144 488

Needs Assessment

American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report.

ED 144 767

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.

ED 143 871

Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System.

ED 143 872

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions.

ED 144 769

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings.

ED 144 770

Child Abuse--A National Perspective.

ED 144 295

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

ED 144 765

Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976.

ED 144 293

Health Instruction: An Action Approach.

ED 144 929//

Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1.

ED 144 209

A Policy Information System for Vocational Education.

ED 143 834

Preliminary Long-Range Planning Model.

ED 143 836

Rural Family Development: A Delivery System for Social Programs.

ED 144 755

Studying Your Community: Data Book. Sociology Report 128A.

ED 144 730

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

ED 143 826

Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).

ED 144 361

Survey of Youth Needs in Southwest Portland. Research Report No. 1.

ED 145 073

Tailoring A Testing Program to the Needs of Varied Users.

ED 144 951

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).

ED 144 182

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

ED 143 846

Neglected Children

Child Abuse--A National Perspective.

ED 144 295

Child Abuse and Neglect Programs: Practice and Theory.

ED 144 296

Child Abuse and Neglect Training Materials Catalogue.

ED 144 288

Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.

ED 144 757

Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.

ED 144 336

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect.

ED 144 287

Negotiation Agreements

Faculty Appointments.

ED 144 466

Part-Time Faculty in 2-Year Colleges.

ED 144 650

Negotiation Impasses

Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976.

ED 144 636

Neighborhood

The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility.

ED 144 725

Neighborhood Centers

Charrette '71: How a Community Planned Two New Inner-City Schools.

ED 144 258

Youth in Educational Service: Education for Parenthood.

ED 144 683

Neonates

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

ED 144 722

Networks

Communication Network Analysis Methods.

ED 144 117

A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network.

ED 144 559

Neurolinguistics

Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.

ED 144 396

Neurologically Handicapped

The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction.

ED 144 266

New England Educ Diagnostic Centre (Australia)

Early Intervention Programming: New England Educational Diagnostic Centre.

ED 144 272

New Jersey

Energy and Education Handbook.

ED 144 261

New Jersey (Bergen County)

The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition.

ED 144 286

New Mexico

Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975.

ED 144 738

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

ED 144 705

New Professionals

Report of the Task Force on New Professionals. Task Force 8, Commission 1, American College Personnel Association.

ED 143 947

New Reading System

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

ED 144 045

Newshole Policies

Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.

ED 144 051

Newsletters

The Writing Staff as Faculty Compost Pile.

ED 144 067

News Media

The Effects of Newspaper-Television Cross-Ownership on News Homogeneity.

ED 144 054//

News Values and Socio-Economic Priorities.

ED 144 131

Newspapers

Blacks' Relationship with the Print Media. Discussion Papers 427-77.

ED 145 042

The Communications Revolution: A History of Mass Media in the United States.

- ED 144 082//
The Effects of Newspaper-Television Cross-Ownership on News Homogeneity.
- ED 144 054//
An Ideabook for Newspaper-Related Materials.
- ED 144 070
Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.
ED 144 051
- News Reporting**
The Effects of Newspaper-Television Cross-Ownership on News Homogeneity.
ED 144 054//
Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.
ED 144 051
News Values and Socio-Economic Priorities.
ED 144 131
- New York**
College and University Admissions and Enrollment, New York State, Fall 1975.
ED 144 471
College and University Degrees Conferred, 1975-76.
ED 144 469
College and University Enrollment in New York State, Fall 1976. (Preliminary Report).
ED 144 470
A Guidance Manual for the Physically Disabled Two Year College Applicant.
ED 144 648
The Investment of School Funds, 1976.
ED 144 201
Regents Program Priorities for Fiscal Year 1978-79.
ED 144 163
A Study of ESEA Title I in Selected School Districts in New York State.
ED 145 026
- New York (New York)**
Affirmative Action and the New York City Public School System.
ED 145 025//
Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.
ED 145 030
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.
ED 145 008
Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.
ED 144 766
- New York (Ossining)**
School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 046
- New York State Pupil Evaluation Program**
The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.
ED 144 957
- New Zealand**
International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand.
ED 144 892
- Nigeria**
Federal Republic of Nigeria: Report on Major Trends in Education.
ED 144 898
- Nominals**
The Influence of Sentence Type upon Paraphrase Strategy in Children.
ED 144 420
- Non discriminatory Education**
Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography.
ED 144 871
- Non formal Education**
Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.
ED 144 206
- Development in Education in Bangladesh 1975-77: A Country Report.
ED 144 884
- Noninstructional Student Costs**
Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni.
ED 144 197
- Nonmigrants**
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes.
ED 144 774
- Nonpublic School Aid**
Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.
ED 144 464
Philanthropy, Public Needs, and Nonpublic Schools. A Report.
ED 144 235
- Nonreservation American Indians**
Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.
ED 144 759
- Nonstandard Dialects**
Dialect Clash in America: Issues and Answers.
ED 144 068//
Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1.
ED 144 404
- Nontraditional Students**
Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.
ED 144 453
- Nonverbal Communication**
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension.
ED 144 121
- Normalization (Handicapped)**
Integrated Living for Severely Disabled People: A Radical Approach.
ED 143 943
- Norms**
Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.
ED 144 996
The Comparability of WISC and WISC-R. Occasional Paper No. 10.
ED 144 992//
Response Generation Norms for Verbal Analogies.
ED 144 046
- North Dakota**
Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.
ED 144 727
- Norway**
Major Trends in Norwegian Education 1974-76: National Report.
ED 144 882
- Nuclear Family**
Predictors of Attitudes toward Childlessness.
ED 144 908
- Number Concepts**
Issues Arising on the Use of Hand-Held Calculators in Schools.
ED 144 814
Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).
ED 144 791
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition.
ED 144 833
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition.
ED 144 834
- Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition.
ED 144 835
Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition.
ED 144 836
Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition.
ED 144 837
Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.
ED 144 716
Very Short Course in Mathematics for Parents.
ED 144 793
- Nurses**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.
ED 144 745
Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee
ED 144 512
Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.
ED 144 505
- Nurses Aides**
Health Occupations. Nursing Assistant.
ED 143 779
- Nursing**
A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates.
ED 144 626
Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills.
ED 144 087
Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975.
ED 144 738
- Nursing Homes**
I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.
ED 144 083//
Supervisory Skills for Geriatric Care.
ED 143 776
- Nutrition**
Food in the Schools, Part I. Options in Education, Program #75.
ED 145 009
National Advisory Council on Child Nutrition 1976 Annual Report.
ED 145 037
Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.
ED 144 454
- Nutrition Instruction**
Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.
ED 144 454
- Objectives**
Aerospace, Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.
ED 144 783
CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.
ED 143 810
Governmental Objectives in Exchanges of Persons Programs.
ED 144 856
NORWELD. First Annual Report.
ED 144 542

Objective Tests

Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968.

ED 144 997

Objectivity

The Ethics of Teaching and Scientific Research.

ED 144 493//

Observation

An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher.

ED 144 337

Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography.

ED 143 989//

Occupational Aspiration

Educational and Occupational Aspirations and Expectations of Black and White College Students.

ED 144 909

Motivational Determinants of Status Aspirations: Comments on Sex Variations.

ED 144 763

Occupational Choice

A Counseling Approach to Armed Forces Recruiting.

ED 143 953

Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes.

ED 143 970

Job Satisfaction After College--The Graduates' Viewpoint.

ED 143 927//

Occupational Clusters

Career Exploration Program: A Cluster Approach. Publication No. 0057.

ED 143 799

Curriculum Development in Occupational Exploration.

ED 143 855

Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report.

ED 143 982//

Occupational Guidance

Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System.

ED 143 869

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.

ED 143 873

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.

ED 143 871

Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System.

ED 143 872

Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System.

ED 143 870

Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.

ED 143 877

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System.

ED 143 868

Career Resource Centers.

ED 143 883

Career Transitions: The Demand for Counseling. Volume 2.

ED 143 992

Career Transitions: The Demand for Counseling. Volume 1.

ED 143 993

A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report.

ED 143 802

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System.

ED 143 867

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.

ED 143 866

Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego.

ED 143 969

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

ED 143 801

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System.

ED 143 874

Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System.

ED 143 876

Research and Development Project in Career Education. Grades 7-9. Final Report.

ED 143 772

Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System.

ED 143 875

Occupational Information

Career Profiles in Forestry, Conservation, Ecology, Environmental Management.

ED 143 860

The Counseling Psychologist.

ED 143 967

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

ED 144 765

Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade.

ED 143 803

Occupational Education Coordinator's Handbook: 7-8.

ED 143 804

Occupational Education Coordinators' Handbook: 4-6.

ED 143 805

Occupational Education Coordinators' Handbook: K-3.

ED 143 806

Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists.

ED 143 981//

Occupational Surveys

Librarianship and Information Work: Job Characteristics and Staffing Needs.

ED 144 581

Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.

ED 143 807

Occupational Therapy

Therapy Services.

ED 144 282

Occupations

The Counseling Psychologist.

ED 143 967

Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.

ED 144 762

Sex and Status: Influence on the Evaluation of Professionals.

ED 143 930

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.

ED 144 850

Oceanology

Aquaculture: A Course of Study for Sand Point Secondary School.

ED 144 788

Home Brew Salinity Measuring Devices: Their Construction and Use.

ED 144 838

Reef and Shore. Hawaii Nature Study Project.

ED 144 847

Office of Education Region VII

Teachers for Rural America - Are They Recognized and Prepared?

ED 144 732

Officer Personnel

Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training.

ED 145 029

Ohio

Ohio Academic Library Innovation: A Directory. Tower Series No. 3.

ED 144 607

Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools.

ED 144 779

What Every Taxpayer Should Know About Collective Bargaining.

ED 144 260//

Ohio (Cincinnati)

A Study of the Catholic Elementary Schools in Greater Cincinnati.

ED 144 187

A Study of Thirteen Catholic High Schools in Greater Cincinnati.

ED 144 186

Ojibwas

The Ojibwas, A Critical Bibliography.

ED 144 749//

Oklahoma

The Black Community and Professional Education: A Pilot Program in Institutional Financing.

ED 145 040

Oklahoma (Tulsa)

School Desegregation in Tulsa, Oklahoma.

ED 145 054

Older Adults

Aging: A Kindergarten Curriculum.

ED 144 680

An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000.

ED 143 903

A Cognitive Problem-Solving Approach to Learning in Later Adulthood.

ED 143 965

Development of a Model for a Senior Citizen Bureau. Final Report.

ED 144 665

Developments in Aging: 1976. Part I. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.

ED 143 894

Gerontology: An Annotated Bibliography and Supplement.

ED 143 911

Get KWIC Help: An Information Service to Assist Trainers in Aging.

ED 143 912

Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4.

ED 144 244

Invisible Institution: Adult Foster Care in the U.S.A.

ED 143 937

Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.

ED 144 245

In Praise of Diversity: Multicultural Classroom Applications.

ED 144 854

Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976).

ED 145 031

Omitted Responses (Tests)

Predictive Validity of Short Form Placement Tests under Two Scoring Systems.

ED 144 950

One Teacher Schools

- School Consolidation: Is Bigger Better? Part I.
Options in Education, Program #89.
ED 144 236

On Line Systems

- Enhancing the Retrieval Effectiveness of Large
Information Systems. Final Report for the
Period 1 June 1975-31 December 1976.
ED 144 590
Experiences of an Interactive Retrieval System-
ESRO/RECON.
ED 144 609
Health Effects Profiles for Searching Selected
Lockheed DIALOG Data Bases.
ED 144 619

Ontario

- Perspectives and Plans for Graduate Studies.
19, Mathematical Sciences 1975.
ED 144 452

On the Job Training

- Colloquium Series on Career Education for
Handicapped Adolescents. 1977.
ED 143 790

Open Education

- Alternative Learning Environments in the Ele-
mentary School.
ED 143 923
An Open Education Perspective on Evaluation.
ED 144 942

Open Enrollment

- Comparative Data on the Distribution of
Grades Before and During the Open Admis-
sions Policy at Queensborough Community
College.
ED 144 652

Open Plan Schools

- Students' Perceptions of Behavior and Instruc-
tional Practices in Open-Space Schools.
ED 143 939

Operating Expenses

- Space Costing: Who Should Pay for the Use of
College Space? A Report.
ED 144 213

Oral History

- Transcribing and Editing Oral History.
ED 144 858//

Oral Language

- Analyses of Differences between Written and
Oral Language. Technical Report No. 29.
ED 144 038
Are First Grade Indian Children Ready to
Read?
ED 144 016
Comprehension of Syntactic Structures in Oral
Language and Its Relationship to Reading
Comprehension in First-Grade Children.
ED 144 103

Oralographic Reading Instruction

- The Effect of Oralographic Instruction on the
Reading Achievement of Disabled Learners.
Final Report.
ED 144 002

Oral Reading

- Accent and the Evaluation of ESL Oral Profi-
ciency. Occasional Papers on Linguistics, No.
1.
ED 144 406
Effects of Contextualized and Decontextualized
Practice Conditions on Word Recognition.
Technical Report No. 54.
ED 144 043
"Listen, My Children, and You Shall Hear":
An Oral Approach to Correcting Written Er-
rors.
ED 144 106
Reading in a Second Language. Occasional
Papers on Linguistics, No. 1.
ED 144 397

Oregon

- Language Arts Instruction K-12.
ED 144 064
State Master Plan for Special Education in
Oregon.
ED 144 289
State Master Plan for Special Education in
Oregon. Summary.
ED 144 290

Oregon (Portland)

- The Feasibility of Feasibility Testing: Obser-
vations from the Portland WIN Voucher Test.
ED 143 863
School Desegregation in Portland, Oregon: A
Staff Report of the U.S. Commission on Civil
Rights.
ED 145 072
Survey of Youth Needs in Southwest Portland.
Research Report No. 1.
ED 145 073

Organization

- Perspectives for the Future System of Higher
Education.
ED 144 449
The Unconscious Conspiracy: Why Leaders
Can't Lead.
ED 144 241//

Organizational Behavior Modification

- Organizational Behavior Modification and
Management by Objectives: Implications for
Change in Organizational Communication
Training.
ED 144 143

Organizational Change

- Jefferson Township Schools Study.
ED 144 188
Medicine, Politics, and Higher Education, 1777-
1813: The Prehistory of the Yale Medical
School. Yale Higher Education Program Work-
ing Paper.
ED 144 481
Organizational Development in Education.
Preparing Educational Training Consultants:
Organizational Development (PETC-III).
ED 144 191
Recent and Proposed Changes in Broadcasting
Structures.
ED 144 130
Review of Multi-unit Community College Dis-
trict Organization.
ED 144 658
A Revisitation of Delphi Forecasts: Organiza-
tional Changes in Large School Districts.
ED 144 167
A Study of the Perceptions of Administrators
and Parents of Reorganization Efforts in an
Urban School System and Their Relationships
to Conflict in Goal Orientation and Achieve-
ment.
ED 144 216//

Organizational Climate

- Participative Decision Making: An Annotated
Bibliography.
ED 143 985//
The Unconscious Conspiracy: Why Leaders
Can't Lead.
ED 144 241//

Organizational Communication

- The Content of Organizational Communication.
ED 144 123
Organizational Behavior Modification and
Management by Objectives: Implications for
Change in Organizational Communication
Training.
ED 144 143
Organizational Communication Abstracts-
1975.
ED 144 160
Supervisors and Peers as Information Sources
and Individual Decision Making Performance.
ED 143 949
Utilization of Lines of Communication within
the Administration of the University of Kansas
Described by ECCO Analysis.
ED 144 113//

Organizational Development

- Instructional Strategies. Preparing Educational
Training Consultants: Organizational Develop-
ment (PETC-III).
ED 144 192
Organizational Development in Education.
Preparing Educational Training Consultants:
Organizational Development (PETC-III).
ED 144 191
Participant Materials. Preparing Educational
Training Consultants: Organizational Develop-
ment (PETC-III).
ED 144 193
Providing Organizational Development Skills
(PODS): A Combined Training Program.
ED 144 190

Organizational Effectiveness

- Communications Policies and Structures.
ED 144 128
Improving Your Student Council.
ED 144 200
Management by Objectives: A Tool for Ac-
countability.
ED 143 788
Perspectives for the Future System of Higher
Education.
ED 144 449
School Management Teams: Their Structure,
Function, and Operation. ERS Monograph.
ED 144 230//

Organizational Theories

- Organizational Development in Education.
Preparing Educational Training Consultants:
Organizational Development (PETC-III).
ED 144 191
The Unconscious Conspiracy: Why Leaders
Can't Lead.
ED 144 241//

Organizations (Groups)

- Directory of Organizations in Engineering Pro-
grams for Minorities.
ED 144 797
Hispanic Organizational Interest in Language
Maintenance.
ED 144 362
Leadership and Women in Organizations.
ED 143 986//
Report of the Task Force on New Profes-
sionals. Task Force 8, Commission 1, American
College Personnel Association.
ED 143 947

Orientation Materials

- A Handbook and Orientation Procedure:
Weber County Library, Ogden, Utah.
ED 144 605

Osteopathy

- An Exploratory Study of Women in the Health
Professions Schools. Volume III: Women in
Osteopathic Medicine.
ED 144 435

Outdoor Education

- The Administration of Outdoor Education Pro-
grams.
ED 144 777//
Colorado Outdoor Education Center Teacher's
Field Guide.
ED 144 764//
An Environmental Handbook of the Marble
Area.
ED 144 753
The Exploration of the Outward Bound
Process.
ED 144 754
Instructional Guide for Outdoor Education, K-
3. Wausau District Public Schools, Wausau,
Wisconsin.
ED 144 824
A System Approach to the Development of a
Wildland Setting and Associated Program for
Environmental Education.
ED 144 785
Wausau District Public Schools Outdoor Edu-
cation Camp Director's Manual.
ED 144 825

Outreach Programs

- Every Child and Family Matters: A Program
Prepared for Campus Setting and Community
Outreach. Leader's Guide (Experimental Edi-
tion).
ED 144 684
Selected Proceedings of the National Con-
ference on Community Services in the Commu-
nity College (San Diego, California, March 3-5,
1976).
ED 144 640

Outward Bound

- The Exploration of the Outward Bound
Process.
ED 144 754

Overseas Dependents School System

- Overseas Teachers. Hearing Before the Sub-
committee on Compensation and Employee
Benefits of the Committee on Post Office and
Civil Service, House of Representatives,
Ninety-fifth Congress, First Session on H.R.
3698.
ED 144 938

260 Subject Index

- Tailoring A Testing Program to the Needs of Varied Users. ED 144 951
- Overseas Employment**
Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698. ED 144 938
- Ownership**
The Effects of Newspaper-Television Cross-Ownership on News Homogeneity. ED 144 054//
- Pacific Region**
Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976). ED 144 734
- Pakistan**
Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976. ED 144 916
- Paramedical Occupations**
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Paraphrasing**
The Influence of Sentence Type upon Paraphrase Strategy in Children. ED 144 420
- Paraprofessional Personnel**
An At-Home Rehabilitation Program for Families of Women Alcoholics. ED 143 960
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952
Paraprofessional Library Employees. ED 144 594
Paraprofessionals in Home Economics Programs for Low-Income Families. ED 143 824
- Paraprofessional School Personnel**
The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students. ED 143 859
Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//
- Parent Attitudes**
Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results. ED 144 948
Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//
Fire and Children: Learning Survival Skills. ED 144 720
Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. ED 144 984
Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21. ED 144 225
Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//
A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement. ED 144 216//
- A Study of Thirteen Catholic High Schools in Greater Cincinnati. ED 144 186
- Parent Awareness Measure**
Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
- Parent Child Relationship**
Changes in the Adolescent-Parent Relationship according to Sex Role. ED 144 907
Drinking Among Rural Youth with Implications for Rural Institutional Development. ED 144 729
Family Interaction in Early Adolescence. ED 143 925
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide. ED 144 688
Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents. ED 143 901
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusii Infants and Mothers. ED 144 701
Talking about the There and Then. ED 144 390
- Parent Counseling**
The Parent Program. ED 144 280
- Parent Education**
Home Visiting Handbook. ED 144 712
Observation Training for Parents. ED 144 281
The Parent Program. ED 144 280
Very Short Course in Mathematics for Parents. ED 144 793
- Parenthood Education**
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised). ED 144 689
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
Education for Parenthood: All About Children. ED 144 687
Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition). ED 144 684
Every Child Matters. ED 144 685
Every Child Matters. Leader's Guide. ED 144 686
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide. ED 144 688
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition). ED 144 682
Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition). ED 144 690
Manana: A Program Prepared for Corps and Community Centers. Leader's Guide. ED 144 691
Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973
- Parent Influence**
Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. ED 144 984
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusii Infants and Mothers. ED 144 701
- Parent Participation**
Community Resource Guide for Career Education. ED 143 830
The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs. ED 144 007
Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. ED 144 984
Observation Training for Parents. ED 144 281
Parents Aid School Success Instructor's Manual. ED 143 906
Parents Aid School Success Parents Handbook. ED 143 905
Preparing Your Preschooler for Reading: A Book of Games. ED 144 012//
- Parent Resources**
Little Babies: Born Too Soon--Born Too Small. ED 144 325
- Parent Role**
Changes in the Adolescent-Parent Relationship according to Sex Role. ED 144 907
Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program. ED 144 291
- Parents**
An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4. ED 144 198
- Parent Workshops**
Observation Training for Parents. ED 144 281
- Parks**
Leisure and Recreation: Introduction and Overview. ED 144 933//
- Participant Involvement**
Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
Survey of Youth Needs in Southwest Portland. Research Report No. 1. ED 145 073
- Participant Satisfaction**
Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975. ED 144 738
- Participation**
A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. ED 144 226
School Management Teams: Their Structure, Function, and Operation. ERS Monograph. ED 144 230//
Shared Decision Processes in Public Education. ED 144 174

Part Time Teachers

Clark Technical College Adjunct Faculty Handbook.

ED 144 647

Part-Time Faculty in 2-Year Colleges.

ED 144 650

Patents

Current Trends in Government Patent Policy.

ED 144 428

Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property.

ED 144 427

Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976.

ED 144 429

Peer Evaluation

Children's Expectancy of Criticism for Classroom Achievement Efforts.

ED 143 944

Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.

ED 144 784

Peer Relationship

A Developmental Group Counseling Program for Elementary Schools.

ED 143 968

Drinking Among Rural Youth with Implications for Rural Institutional Development.

ED 144 729

The Evolution of Early Individual Differences in Orientation Towards Peers.

ED 144 676

Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology.

ED 144 700

Peer Teaching

TESL Reporter, Vol. 10, No. 4.

ED 144 363

Pennsylvania

Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.

ED 144 246

Guidelines for School Discipline.

ED 144 247

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

ED 144 760

Pennsylvania (Erie)

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 059

Pennsylvania State University

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

Perception

Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3.

ED 144 999

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

Inventory of Individually Perceived Group Cohesiveness (IIPGC).

ED 144 972

Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5.

ED 144 804

Measuring Perceptions of Aging Across Social Strata.

ED 143 955

The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8.

ED 144 807

Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2.

ED 144 971

Perception Tests

A Summary of Selected Research on Cognitive and Perceptual Variables.

ED 145 003

Perceptual Development

Circumstances Which Facilitate Children's Recognition of Moving People.

ED 144 723

Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children.

ED 144 716

The Relationships Between Cerebral Dominance and Different Mental Abilities.

ED 143 895

Perceptual Motor Coordination

Basic Movement Activities. Perceptual Motor Development. Book 1.

ED 144 930//

Perceptual Motor Learning

Basic Movement Activities. Perceptual Motor Development. Book 1.

ED 144 930//

Performance

Supervisors and Peers as Information Sources and Individual Decision Making Performance.

ED 143 949

Performance Based Education

Adult Career Education Counseling Project. Final Report.

ED 143 828

Criterion Referenced Education Associated to Evaluation (CREATE).

ED 144 724

Measuring Performance: Verifying Competencies through Observation and Judgment.

ED 144 990

Problems in Implementing Competency-Based Programs.

ED 144 243

Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler.

ED 144 843

Performance Based Teacher Education

Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.

ED 144 934

A Descriptive Guide to CDA Training Materials.

ED 144 697

Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies.

ED 144 926

Resource Guide for Individualized Competency-Based In-Service Training.

ED 144 322

Performance Contracts

The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.

ED 144 007

Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses.

ED 144 662

Performance Factors

Behavioral Definers of Reading Achievement.

ED 144 036

The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.

ED 144 927

Maximizing the Effective Use of School Time by Teachers and Students.

ED 144 932

Participative Decision Making: An Annotated Bibliography.

ED 143 985//

The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance.

ED 143 977

The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders.

ED 143 996

Performance Specifications

Statistical Measurement and Cataloging: Variables Determining Quantitative Output

ED 144 606

Performance Tests

An Approach to the Definition and Measurement of Teacher Competency.

ED 144 952

Education Commission of the States Update VI: Minimal Competency Testing.

ED 144 961

Periodicals

Blacks' Relationship with the Print Media. Discussion Papers 427-77.

ED 145 042

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.

ED 144 778

Periodicals in Politics: Results from a Swedish Survey.

ED 144 058

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.

ED 144 772

A Study of the Potential for Sharing Education Periodicals among the Southern UC Campuses.

ED 144 522

Persistence

Persistence and Achievement.

ED 143 915

Personal Adjustment

Middle-Aged Job-Losers.

ED 143 864

The Midlife Crisis and Educational Programming.

ED 143 784

Personal Growth

The Community College Human Development Curriculum: It's Purpose and Scope.

ED 144 642

Personality

Attributional Self-Selection and the Implications for the Individualization of Education.

ED 143 902

Fire and Children: Learning Survival Skills.

ED 144 720

Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns.

ED 143 932

Personality Assessment

Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment.

ED 143 958

Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography.

ED 143 987//

Psychological and Educational Assessment of Minority Children.

ED 145 021//

The Self Concept: Mini, Maxi, Multi?

ED 143 934

Personality Change

Paraprofessionals--Changes in Minority Group Women After Four Years of College.

ED 143 914

Personality Development

Autonomy In Education: A Research Approach.

ED 144 940

Personality Studies

Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions.

ED 144 699

Personnel Data

Itinerant Teachers of the Hearing Impaired: What Do They Really Do?

ED 144 273

Personnel Evaluation

Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.

ED 144 784

Management by Objectives: A Tool for Accountability.

ED 143 788

Personnel Management

Supervisory Skills for Geriatric Care.

ED 143 776

Personnel Policy

Affirmative Action Policy and Program Manual. [Revised]

ED 144 645

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.

ED 143 859

Personnel Selection

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

ED 145 000

Faculty Appointments.

ED 144 466

Selection and Certification in Education and Employment.

ED 144 181

Persuasive Discourse

British Union Debating: An Eclectic Approach.

ED 144 146

A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election.

ED 144 150

Role Perception and Use of Persuasion Strategies by Children.

ED 143 979

Peru

Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems.

ED 144 881

Phenylketonuria

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

ED 144 722

Philadelphia School District PA

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

ED 144 987

Philippines

A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures.

ED 144 374

People of Philippines: Building Bridges of Understanding.

ED 144 348

What is Filipino?

ED 145 005

Philosophy

Attracting Philosophy Students--1.

ED 144 651

The Influence of Hindu Epistemology on Ranganathan's Colon Classification.

ED 144 601

Phoneme Grapheme Correspondence

The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.

ED 143 998

Phonemics

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.

ED 144 366

Phonetics

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.

ED 144 366

Phonics

Recipe for Reading. Second Edition, Revised and Expanded.

ED 144 028//

Physical Attractiveness

Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli.

ED 143 954

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.

ED 143 940

Physical Characteristics

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.

ED 143 940

Redundancy of Behavioral Information in Dating.

ED 143 931

Physical Education

An Annotated Bibliography on Movement Education.

ED 144 936

Skiing, October 1977-October 1978. NAGWS Rules.

ED 144 939

Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976).

ED 144 937

Physical Environment

Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.

ED 143 939

Physical Facilities

A Guidance Manual for the Physically Disabled Two Year College Applicant.

ED 144 648

Physical Health

Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools.

ED 144 928

Physically Handicapped

The Child with Spina Bifida.

ED 144 315//

A Guidance Manual for the Physically Disabled Two Year College Applicant.

ED 144 648

Integrated Living for Severely Disabled People: A Radical Approach.

ED 143 943

Physical Therapy

Therapy Services.

ED 144 282

Physicians

Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice.

ED 143 891

Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114.

ED 144 516

Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee.

ED 144 513

Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

ED 144 474

Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

ED 144 512

Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.

ED 144 505

Physicians Assistants

Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report.

ED 143 770

Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

ED 144 512

Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.

ED 144 505

Physics

New Trends in Physics Teaching, Volume III (1976).

ED 144 815

Piaget (Jean)

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

ED 144 717

Piagetian Theory

Piaget and Educational Policy.

ED 144 710

Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.

ED 144 988

Pictorial Stimuli

Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5.

ED 144 804

The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8.

ED 144 807

Pilipino

What is Filipino?

ED 145 005

Pilot Projects

The Black Community and Professional Education: A Pilot Program in Institutional Financing.

ED 145 040

Implementing Long-Range Planning for Vocational Education.

ED 143 837

Place of Residence

Effect of Farm Background on Attitudes of Agricultural Students at Clemson University.

ED 144 742

The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility.

ED 144 725

Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.

ED 144 727

Planning

Change Agent in a Multicampus System.

ED 144 501

National Information Policy.

ED 144 623

The Need for Institutional Planning. ER-IC/Higher Education Research Currents.

ED 144 511

Planning for the Aging: A Manual of Practical Methods.

ED 143 956

The RRPMP Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPMP 1.6). NCHEMS Technical Report 104.

ED 144 520

TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.

ED 144 537

PLATO IV

Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976.

ED 144 561

Play

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

ED 144 717

A Study of Egocentrism and Socialization.

ED 143 941

Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play.

ED 143 957

Poetry

I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.

ED 144 083//

- Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III. ED 144 052
- Why is Poetry Difficult? ED 144 055
- Poets in the Schools**
- Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III. ED 144 052
- Poisoning**
- Handbook of Common Poisonings in Children. ED 144 708
- Police**
- Police Communications: Humans and Hardware. ED 144 118//
- Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus. ED 144 461
- Police Community Relationship**
- Police Communications: Humans and Hardware. ED 144 118//
- Policy Formation**
- Alternatives to Contemporary Exploratory Programs. Final Report. ED 143 880
- Communications—Getting the Act Together. ED 144 562
- Current Issues in Child Development. ED 144 677//
- The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report. ED 143 843
- Early Childhood Care and Education: Objectives and Issues. ED 144 704
- Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
- Final Report and Recommendations: Task Force on State Policy and Independent Higher Education. ED 144 464
- Governmental Objectives in Exchanges of Persons Programs. ED 144 856
- Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee. ED 144 474
- A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development. ED 144 737
- Policy and Evaluation in the Health Professions. ED 144 447
- Policy Information System Computer Program. ED 143 839
- The Reversal in Migration Patterns — Some Rural Development Consequences. ED 144 743
- Setting and Evaluating Competency Standards for Awarding High School Diplomas. ED 144 977
- TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia. ED 144 537
- The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs. ED 144 903
- Wahbung - Our Tomorrows. ED 144 773//
- [Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.] ED 144 945
- Political Attitudes**
- The Alienated Majority: A Community Study. ED 144 920
- A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- Political Influences**
- Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation. ED 145 001
- Issues and Images: Confessions of a Conference Organizer. ED 144 126
- The Politics of Test Anxiety. ED 144 959
- The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper. ED 144 476
- The Uses of the 1976 Presidential Debates in Electoral Decision Making. ED 144 162
- Using Research in School Reform. ED 145 013
- Political Issues**
- "Cheap is Beautiful": The Role of Political Analysis in Theatre Making. ED 144 145
- A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues. ED 144 917
- Political Power**
- University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper. ED 144 488
- Political Socialization**
- The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools. ED 145 018
- Periodicals in Politics: Results from a Swedish Survey. ED 144 058
- Politics**
- Issues and Images: Confessions of a Conference Organizer. ED 144 126
- Land Use and the Legislatures: The Politics of State Innovation. Land Use Series. ED 144 256
- Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay. ED 144 869
- Population Trends**
- Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children. ED 144 231//
- Literacy and World Population. Population Bulletin No. 2, Vol. 30. ED 144 096
- Native American Historical Demography, A Critical Bibliography. ED 144 752//
- School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90. ED 144 237
- Portuguese**
- Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- Positive Reinforcement**
- Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions. ED 144 699
- Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program. ED 144 291
- Post Secondary Education**
- Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership. ED 144 521
- Career Education in Higher Education. An Infusion Model. ED 143 814
- Digest of Education Statistics, 1976 Edition. ED 144 248
- Elements of the Structure and Terminology of Agricultural Education in Japan. ED 143 766
- Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel. ED 144 301
- Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38. ED 144 421
- Leisure and Recreation: Introduction and Overview. ED 144 933//
- Lifelong Learning in the Public Interest. ED 143 811
- Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899
- A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report. ED 144 510
- A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State. ED 143 826
- Post Secondary Education As a Field of Study**
- The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper. ED 144 484
- European Universities—The Unfinished Revolution. Yale Higher Education Program Working Paper. ED 144 485
- Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper. ED 144 489
- The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper. ED 144 482
- The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper. ED 144 483
- The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper. ED 144 486
- Structures of Post-Secondary Education. Yale Higher Education Program Working Paper. ED 144 490
- University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper. ED 144 488
- Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper. ED 144 480
- Potential Dropouts**
- Catalogue of Material Relating to Correspondence Education with Stress on Attrition. ED 144 548
- A Quest for Control of Attrition from Correspondence Study. Volume I: Text. ED 144 546
- Quest for Control of Attrition from Correspondence Study. Volume 2: Data. ED 144 547
- Poverty Programs**
- Poverty and Public Policy. Final Draft. ED 145 035
- Poverty Research**
- Poverty and Public Policy. Final Draft. ED 145 035
- Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77. ED 145 032
- Practical Arts**
- Communication Arts Curriculum: A Model Program. Revised. ED 144 088
- Pragmatics**
- Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive

264 Subject Index

- Linguistics and Error Analysis (Stockholm and Abo, 7d8 February 1977) ED 144 342
- Talking about the There and Then. ED 144 390
- Precision Teaching**
Precision Teaching for Decoding and Comprehension: Materials and Methods. ED 144 033
- Precision Teaching in the Elementary Classroom. ED 144 005
- Prediction**
Affective Variables Indicating Success for Compensatory Education Projects. ED 145 004
- Cognitive Predictors of College Success in Disadvantaged Students. ED 143 964
- Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114. ED 144 516
- Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
- Redundancy of Behavioral Information in Dating. ED 143 931
- A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts. ED 144 167
- Teaching Assistants in the New Century. ED 144 092
- Predictive Ability (Testing)**
Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
- A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
- Predictive Measurement**
Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3. ED 144 956
- Personality and Academic Achievement in Three Educational Levels. ED 143 907
- Predictive Validity**
Predictive Validity of Short Form Placement Tests under Two Scoring Systems. ED 144 950
- A Validity Study of Admission Criteria for Masters Students in a Reading Program. ED 144 035
- Predictor Variables**
A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
- Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3. ED 144 956
- Personality Variables: Modal Profiles that Characterize Various Fields of Science. ED 144 780
- Predictors of Attitudes toward Childlessness. ED 144 908
- The Relationship between Measures of Home Environment and School Achievement of Follow Through Children. ED 144 955
- Prefixes**
TESL Reporter, Vol. 10, No. 4. ED 144 363
- Premature Infants**
Little Babies: Born Too Soon--Born Too Small. ED 144 325
- Preparing Educ Training Consultants Org Devel**
Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 192
- Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 191
- Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193
- Preschool Children**
Circumstances Which Facilitate Children's Recognition of Moving People. ED 144 723
- The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1. ED 144 411
- Early Education in China and Its Implications in the United States. ED 145 006
- Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
- Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
- Home Visiting Handbook. ED 144 712
- Measuring Sex Role Development: A Comparison of Two Methods. ED 144 985
- Preschool Programs**
Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977. ED 144 298
- Preschool Teachers**
A Descriptive Guide to CDA Training Materials. ED 144 697
- Ethical Issues in Working with Young Children. ED 144 681
- Preservice Behavior**
The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924
- Preservice Education**
Clinical Experience in Teacher Education: Part Panacea -- Part Illusion. ED 144 934
- Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies. ED 144 926
- [State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions]. ED 144 925
- Presidents**
The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States. ED 144 874
- Presidential Evaluation. ED 144 643
- Prevention**
Alcohol Education: A Teacher's Curriculum Guide for Grades K-6. ED 143 959
- Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts. ED 144 757
- How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect. ED 144 287
- Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973
- Preventive Medicine**
Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450
- Prevocational Education**
Development of Prevocational Training for Deaf/Blind. ED 143 821
- Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade. ED 143 803
- Primacy Effect**
Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66. ED 144 969
- Primary Health Care**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976. ED 144 745
- Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report. ED 143 770
- Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975. ED 144 738
- Prime Time School Television**
Prime Time School Television. ED 144 565
- Princeton Cooperative School Program**
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program. ED 144 430
- Principals**
A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. ED 144 226
- How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals. ED 144 221
- "On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers. ED 144 098
- Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates. ED 144 924
- Printing**
Books: From Writer to Reader. ED 144 010//
- Graphics in Text: A Bibliography. Monograph No. 6. ED 144 018
- Priority Effect**
Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66. ED 144 969
- Prior Knowledge**
From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University. ED 144 517
- Privacy**
Personal Privacy in an Information Society. Final Report. ED 144 554
- Privacy Act 1974**
Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance. ED 144 539
- Personal Privacy in an Information Society. Final Report. ED 144 554
- Private Agencies**
The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice. ED 145 065

Private Colleges

Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35.

ED 144 514

The Cultivation of Ivy. A Saga of the College in America.

ED 144 491//

Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.

ED 144 464

Private Financial Support

The Nonpublic School and Private Philanthropy. A Report.

ED 144 184

Philanthropy, Public Needs, and Nonpublic Schools. A Report.

ED 144 235

Private Schools

The Nonpublic School and Private Philanthropy. A Report.

ED 144 184

Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.

ED 144 225

Philanthropy, Public Needs, and Nonpublic Schools. A Report.

ED 144 235

The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition.

ED 144 196//

Problems

Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation.

ED 145 001

The Meeting Ground of Creative Writing and Composition.

ED 144 057

Problem Solving

A Cognitive Problem-Solving Approach to Learning in Later Adulthood.

ED 143 965

Cognitive Theory. Volume 2.

ED 144 022//

Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407.

ED 144 958

The Development of Reading Comprehension in First Grade Children.

ED 144 017

Experience and Transfer: Steps to Cognitive Thinking in Young Children.

ED 144 675

The Exploration of the Outward Bound Process.

ED 144 754

Participative Decision Making: An Annotated Bibliography.

ED 143 985//

A Program of Clinical Research Development: Developing Decision Making Skills in Children.

ED 143 909

Shared Decision Processes in Public Education.

ED 144 174

Skills, Plans, and Self-Regulation. Technical Report No. 48.

ED 144 040

Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry.

ED 144 842

The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool.

ED 144 588

Problem Solving Test (Wis Cognitive Learning)

Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407.

ED 144 958

Process Education

Rhetoric and Composition: An Overview.

ED 144 102

Science Objectives and their Implications Concerning Classroom Teaching.

ED 144 798

Production Techniques

"Cheap is Beautiful": The Role of Political Analysis in Theatre Making.

ED 144 145

Documentary Elements in Early Films.

ED 144 122

Productivity

Spreading Deserts--The Hand of Man. World-watch Paper 13.

ED 144 861

Professional Associations

Dialogue. Career Education Mini-Conferences for Associations. Final Report.

ED 143 833

Professional Associations for Two-Year College Student Development Staff.

ED 144 663

Report of the Task Force on New Professionals. Task Force 8, Commission 1, American College Personnel Association.

ED 143 947

Professional Continuing Education

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Professional Education

Cooperative Education: A Perspective. An Occasional Report on Innovation.

ED 144 504

Education for the Professions.

ED 144 494//

An Exploratory Study of Women in the Health Professions Schools. Executive Summary.

ED 144 432

An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations.

ED 144 433

An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine.

ED 144 434

An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine.

ED 144 435

An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry.

ED 144 436

An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health.

ED 144 437

An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography.

ED 144 438

A View from the Top Looking Sideways: Professional Schools and Professional Development.

ED 144 443

Professional Occupations

Education for the Professions.

ED 144 494//

An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine.

ED 144 434

Sex and Status: Influence on the Evaluation of Professionals.

ED 143 930

Supply and Demand for Scientists and Engineers. A Review of Selected Studies.

ED 144 831

Professional Personnel

Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report.

ED 143 982//

Professional Recognition

Academic Freedom and Academic Tenure

ED 144 475

Librarians and Academic Status: A Position Paper.

ED 144 585

Professional Training

Secondary Analysis: An Important Procedure for Educational Research.

ED 144 964

Training Components for the Secondary Resource Specialist in California: Promising Practices.

ED 144 321

Professors

Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look.

ED 145 024//

Profile Evaluation

The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations.

ED 144 596

Program Administration

ACUCA Handbook. Presenting the Performing Arts.

ED 144 424//

Administration of Compensatory Education. A Report.

ED 144 208

The Administration of Outdoor Education Programs.

ED 144 777//

Administrator's Guide to Career Education in the Elementary School.

ED 143 827

Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th).

ED 144 586

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System.

ED 143 868

CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.

ED 143 810

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System.

ED 143 867

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.

ED 144 960

Instructor's Handbook for Adult Basic Education.

ED 143 769

Massachusetts Educational Innovators in Action: "The Process for the Product."

ED 144 183

Recommendations for the Implementation and Management of Career Education Projects.

ED 143 832

South Carolina D.E. Teacher-Coordinator Operational Handbook.

ED 143 865

Program Attitudes

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.

ED 143 879

A Manual for Assessing Open-Ended Statements of Concern About an Innovation.

ED 144 207

Program Certification

[State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].

ED 144 925

Program Content

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

ED 144 766

Paraprofessionals in Home Economics Programs for Low-Income Families.

ED 143 824

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

ED 144 760

A Study of ESEA Title I in Selected School Districts in New York State.

ED 145 026

Program Coordination

- The Affective Goals of Continuing Education. ED 144 101
 Change Agent in a Multicampus System. ED 144 501
 Invisibile Institution: Adult Foster Care in the U.S.A. ED 143 937
 South Carolina D.E. Teacher-Coordinator Operational Handbook. ED 143 865

Program Costs

- The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1. ED 144 222

Program Descriptions

- Across the Great Divide: Teachers and Administrators Interpret Research Findings. ED 144 180
 All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills. ED 144 090
 The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition. ED 144 286
 The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
 Child Abuse and Neglect Programs: Practice and Theory. ED 144 296
 The Community College Human Development Curriculum: It's Purpose and Scope. ED 144 642
 The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12. ED 144 668
 Designing and Implementing a Resource Room Program for Children with Special Needs. ED 144 313
 Developmental Program: A Better Opportunity. Cochise College. ED 144 639
 Early Intervention Programming: New England Educational Diagnostic Centre. ED 144 272
 Economic Analysis of Investment in Education. A Grant Award. Final Report. ED 144 211
 Evaluation of the College Discovery and Development Program, Prong II, 1965-1970. ED 145 008
 Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools. ED 144 728
 Extended Family Center 1972-1975. Final Report. ED 144 339
 Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977. ED 144 413
 A Flexible Scheduling Approach. ED 144 179
 Helping Teacher Program. ED 144 276
 Home Visiting Handbook. ED 144 712
 How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. ED 144 300
 Intensive Education: The Impact of Time on Learning. ED 144 195
 An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371
 Learning Disabilities: An Interdisciplinary Perspective. ED 144 323
 Leeward Community College: Developmental Education Study. ED 144 637
 Linking Schools and the Community. Education U.S.A. Special Report. ED 144 202

Literature in Translation: Meeting the Challenges. ED 144 391

- National Advisory Council on Child Nutrition 1976 Annual Report. ED 145 037
 An Overview [Austin Early Childhood Special Education Program]. ED 144 274
 Participation and Education in Tanzania. IDS Discussion Paper No. 86. ED 144 173
 Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children. ED 144 312
 Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190
 Public Management of Science Case Studies. ED 144 821
 Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322
 A Response to the Needs of Rural Gifted and Talented Youth. ED 144 303
 The Role of the School Leader and a Training Programme. ED 144 166
 The Secondary Resource Specialist in California: Promising Practices. ED 144 320
 SMSG: The Making of a Curriculum. ED 144 792
 A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. ED 144 345//
 SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977. ED 144 741
 Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler. ED 144 843
 Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997
 The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs. ED 144 903
 Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry. ED 144 842

Program Design

- Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
 The Midlife Crisis and Educational Programming. ED 143 784
 A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report. ED 143 878
 A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026
 Summaries of Major Title I Evaluations, 1966-1976. ED 145 012
 Symposium: Perspectives on Formative Evaluation of Children's Television Programs. ED 144 978

Program Development

- The Administration of Outdoor Education Programs. ED 144 777//
 Administrator's Guide to Career Education in the Elementary School. ED 143 827
 Adult Career Education Counseling Project. Final Report. ED 143 828
 Alternatives in Program Development for Exceptional Children. ED 144 264
 An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000. ED 143 903

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University. ED 144 517

- Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. ED 144 709
 Career Education Instructional System. Final Report. ED 143 785
 Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795
 Colloquium Series on Career Education for Handicapped Adolescents. 1976. ED 143 791
 A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report. ED 143 802
 Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance. ED 144 539
 Cooperative Education: An Alternative for English Majors. ED 144 100
 Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System. ED 143 867
 Designing and Implementing a Resource Room Program for Children with Special Needs. ED 144 313
 Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976. ED 144 293
 Development of a Model for a Senior Citizen Bureau. Final Report. ED 144 665
 Disruptive Youth: Causes and Solutions. ED 144 199
 A Flexible Scheduling Approach. ED 144 179
 Get KWIC Help: An Information Service to Assist Trainers in Aging. ED 143 912
 A Guide for Counselor Involvement in Pre-Employment and Placement Activities. ED 143 801
 How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect. ED 144 287
 The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School. ED 144 001
 Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building. ED 144 030
 Linking Schools and the Community. Education U.S.A. Special Report. ED 144 202
 A Model to Implement Career Education. ED 143 817
 Paraprofessionals in Home Economics Programs for Low-Income Families. ED 143 824
 Planning for the Aging: A Manual of Practical Methods. ED 143 956
 Problems in Implementing Competency-Based Programs. ED 144 243
 A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications. ED 144 343
 Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190
 Recommendations for the Implementation and Management of Career Education Projects. ED 143 832
 A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network. ED 144 559
 A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education. ED 144 785

T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.

ED 144 175

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

ED 143 846

A Video Handbook for Libraries: A Look at What Milwaukee Has Done.

ED 144 555

Programmed Instruction

Audio-Tutorial in Art History.

ED 144 566

Planning Instruction and Monitoring Classroom Processes with Computer Assistance.

ED 144 523

Program Effectiveness

CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.

ED 143 810

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

ED 143 813

Florida Assessment of Needs in Career Education.

ED 143 792

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.

ED 143 879

Implementation of a Speech Improvement Program at the Kindergarten Level.

ED 144 271

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.

ED 144 982

Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.

ED 144 245

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

ED 143 775

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.

ED 144 715

Research and Development Project in Career Education. Grades 7-9. Final Report.

ED 143 772

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

ED 144 760

Summaries of Major Title I Evaluations, 1966-1976.

ED 145 012

Title I, 1965-1975: Synthesis of the Findings of Federal Studies.

ED 145 010

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

ED 143 831

Program Evaluation

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment.

ED 143 958

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.

ED 143 873

An Assessment of Educational Needs for the Department of Wildlife Science.

ED 144 781

An Assessment of Educational Needs for the Department of Civil and Environmental Engineering.

ED 144 782

Boys in Primary School.

ED 144 714

Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.

ED 144 759

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

ED 144 045

The Design of Career Education Evaluations in 1975-76.

ED 143 852

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

ED 144 765

Developmental Studies Program: Cochise College, 1971-1977.

ED 144 638

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.

ED 144 002

The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.

ED 144 007

Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.

ED 144 960

Evaluating Innovation. An Occasional Report on Innovation.

ED 144 502

Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation.

ED 145 001

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

ED 144 981

An Evaluation of Computer-Managed Education Technology at New York City Community College.

ED 144 524

Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.

ED 144 326

Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.

ED 145 008

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

ED 144 617

Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.

ED 144 448

Expectations of Beginning Counselors.

ED 143 994

The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.

ED 143 863

Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.

ED 144 745

How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.

ED 144 221

IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976.

ED 144 324

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration.

ED 144 570

Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement.

ED 144 572

Initial Job Placement for JCCC Career Students, Classes of 1973-1976.

ED 144 666

Leeward Community College: Developmental Education Study.

ED 144 637

Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft.

ED 144 984

A Model for Testing Rival Hypotheses in Longitudinal Social Problems.

ED 144 966

A Multisite Evaluation of Reading Is Fundamental: Technical Report.

ED 143 997

A Multisite Evaluation of Reading Is Fundamental: Summary Report.

ED 144 014

NACEDC Activity Plan, Report Year 1977.

ED 145 027

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

ED 144 766

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.

ED 144 954

PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.

ED 144 328

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.

ED 144 715

Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report.

ED 144 335

A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).

ED 144 705

Student Evaluation of Co-Curricular Production Activity.

ED 144 159

A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973.

ED 144 654

A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.

ED 144 653

Summaries of Major Title I Evaluations, 1966-1976.

ED 145 012

A Survey of Theatre in American Secondary Schools.

ED 144 156

A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation.

ED 144 110

Symposium: Perspectives on Formative Evaluation of Children's Television Programs.

ED 144 978

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

ED 144 987

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

ED 143 846

Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973.

ED 144 746

The Variables of Capacity Building: A Process Design Action Research Report.

ED 144 549

Program Guides

Expanding Options for Handicapped Persons Receiving Vocational Education.

ED 144 334

Program Improvement

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

ED 144 517

Consumer Health Education Plan, 1976.

ED 143 796

Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50.

ED 143 844

Florida Assessment of Needs in Career Education.

ED 143 792

Program Improvement Priorities for Vocational Education. Summary Report.

ED 143 823

Recommendations for the Implementation and Management of Career Education Projects.

- South Carolina D.E. Teacher-Coordinator Operational Handbook. ED 143 832
- Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 143 865
- ED 144 998
- Programing**
- Library Automation: A "First Course" Teaching Syllabus. ED 144 618
- Programing (Broadcast)**
- Cross-Cultural Broadcasting. ED 144 552
- Public Television Programming by Category: 1976. ED 144 148
- Recent and Proposed Changes in Broadcasting Structures. ED 144 130
- Programing Languages**
- Research at Yale in Natural Language Processing. Research Report #84. ED 144 560
- A Uniform Notation for Expressing Queries. ED 144 598
- The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool. ED 144 588
- Program Planning**
- A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317
- Alternatives to Contemporary Exploratory Programs. Final Report. ED 143 880
- Articulation in the Social Sciences: Who Needs It? ED 144 670
- Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795
- Career Resource Centers. ED 143 883
- Data Element Dictionary for Vocational Education. ED 143 842
- The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report. ED 143 843
- Do-It-Yourself Kit for Individualized and Independent Learning. ED 144 525
- Expanding Options for Handicapped Persons Receiving Vocational Education. ED 144 334
- A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools. ED 144 232
- Implementing Long-Range Planning for Vocational Education. ED 143 837
- Language Arts Instruction K-12. ED 144 064
- Manual for Preparing Individualized Education Programs. ED 144 333
- Parents Aid School Success Instructor's Manual. ED 143 906
- A Ph.D. Program for Vocational Education. ED 143 841
- Planning for Vocational Education: A Selected Bibliography. ED 143 840
- Policy Information System Computer Program. ED 143 839
- A Policy Information System for Vocational Education. ED 143 834
- Preliminary Long-Range Planning Model. ED 143 836
- Putting Together a Guide to Proposal Development. ED 144 170
- Report of the NEA Task Force on Bilingual/Multicultural Education. ED 144 379
- Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 144 808
- State Master Plan for Special Education in Oregon. ED 144 289
- State Master Plan for Special Education in Oregon. Summary. ED 144 290
- A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026
- T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education. ED 144 175
- Training Guide for Identifying, Meeting, and Evaluating Training Needs. ED 143 846
- Vocational Education Summary Planning Program. ED 143 838
- Program Proposals**
- Putting Together a Guide to Proposal Development. ED 144 170
- Programs**
- Designing a Positive In-School Suspension Program. ED 144 251
- Project ACTIVE**
- A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317
- Project Applications**
- Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA). ED 144 646
- Women's Educational Equity Act. First Annual Report, September 30, 1976. ED 143 935
- Project Follow Through**
- Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft. ED 144 984
- Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//
- Project for Mathematical Development of Children**
- 1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800
- Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801
- Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
- Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
- First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812
- How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7. ED 144 806
- Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5. ED 144 804
- Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Project for the Mathematical Development of Children: Mathematics Test: Grade One, Grade Two. ED 144 813
- Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9. ED 144 808
- The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8. ED 144 807
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
- Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810
- Project Head Start**
- Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. ED 144 709
- Project IMPACT**
- IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976. ED 144 324
- Project PARADE**
- PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength. ED 144 328
- Projects**
- Multicultural/Bilingual Division Fiscal Year 1977--Fiscal Year 1978 Program Plan. ED 144 865
- Project STAMM**
- Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler. ED 144 843
- Project TALENT**
- Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
- Pronunciation**
- Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- Prose**
- Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
- Prose Learning**
- The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages. ED 144 042
- Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
- Prosocial Behavior**
- Food Sharing: An Evolutionary Perspective. ED 144 913
- Protocol Materials**
- Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies. ED 144 926
- Providing Organizational Development Skills (PODS)**
- Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 192
- Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 191
- Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193
- Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190
- Proximity**
- Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970. ED 144 731

Psychoacoustics

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977.

ED 144 138

Psychoeducational Processes

An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher.

ED 144 337

Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL).

ED 143 893

Psychological and Educational Assessment of Minority Children.

ED 145 021//

Psycholinguistics

Cognition, Curriculum, and Comprehension.

ED 144 023

The English-as-a-Second-Language Child's Learning of Grammar and Syntax.

ED 144 346

Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies.

ED 144 418

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

ED 144 383

Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning.

ED 143 999

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.

ED 144 366

Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1.

ED 144 399

Psychological Characteristics

Gerontology: An Annotated Bibliography and Supplement.

ED 143 911

Psychological Adjustment and Homosexuality.

ED 143 983//

Psychological Differentiation

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

Psychological Evaluation

Psychology Problem Classification for Children and Youth.

ED 143 974

Psychological Needs

Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment.

ED 143 958

Psychological Patterns

Attributional Self-Selection and the Implications for the Individualization of Education.

ED 143 902

Quality of Life Impact on Mental Health Needs.

ED 143 910

Psychological Studies

Cognitive Theory. Volume 1.

ED 144 021//

Cognitive Theory. Volume 2.

ED 144 022//

Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.

ED 144 006

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

Response Generation Norms for Verbal Analogies.

ED 144 046

The Simultaneous Acquisition of Multiple Memories.

ED 144 044

Psychologists

Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice.

ED 143 891

The Counseling Psychologist.

ED 143 967

Psychology Problem Classification for Children and Youth.

ED 143 974

Psychometrics

Psychological Adjustment and Homosexuality.

ED 143 983//

Psychomotor Skills

Basic Movement Activities. Perceptual Motor Development. Book 1.

ED 144 930//

Psychopathology

Research on Disorders of the Mind. Progress & Prospects.

ED 144 327

Psychophysiology

Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness.

ED 143 904

Psychotherapy

Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers.

ED 143 961

Public Affairs Education

A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.

ED 144 827

Public Broadcasting

The President's Message on Public Broadcasting.

ED 144 152

Public Broadcasting System

Public Television Programming by Category: 1976.

ED 144 148

Public Education

Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report.

ED 144 253

Public Employee Unions

Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations.

ED 144 215//

What Every Taxpayer Should Know About Collective Bargaining.

ED 144 260//

Public Health

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6.

ED 144 450

An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health.

ED 144 437

Quality of Life Impact on Mental Health Needs.

ED 143 910

Publicize

A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.

ED 144 317

Attracting Philosophy Students--1.

ED 144 651

Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.

ED 143 786

Public Libraries

Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees.

ED 144 595

NORWELD. First Annual Report.

ED 144 542

NORWELD. Third Annual Report. Final Report.

ED 144 543

Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library.

ED 144 597

Public Officials

A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.

ED 144 827

Public Opinion

The Uses of the 1976 Presidential Debates in Electoral Decision Making.

ED 144 162

Public Policy

Citizen Participation: A Review and Commentary of Federal Policies and Practices.

ED 144 219

Citizen Participation: The Local Perspective.

ED 144 218

Communications Policies and Structures.

ED 144 128

Dissemination in Relation to Elementary and Secondary Education. Final Report.

ED 144 540

Public Employment and Training Assistance: Alternative Federal Approaches.

ED 143 861

TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.

ED 144 537

Public Relations

The Cultivation of Ivy. A Saga of the College in America.

ED 144 491//

Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.

ED 143 786

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect.

ED 144 287

South Carolina D.E. Teacher-Coordinator Operational Handbook.

ED 143 865

Public Schools

Affirmative Action and the New York City Public School System.

ED 145 025//

The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice.

ED 145 065

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

ED 145 014

Public School Systems

Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.

ED 144 225

Public Speaking

British Union Debating: An Eclectic Approach.

ED 144 146

Public Support

Lifelong Learning in the Public Interest.

ED 143 811

Public Television

The President's Message on Public Broadcasting.

ED 144 152

Prime Time School Television.

ED 144 565

Public Television Programming by Category: 1976.

ED 144 148

Status Report of Public Broadcasting 1977.

ED 144 149

Publishing Industry

Books: From Writer to Reader.

ED 144 010//

Pages: The World of Books, Writers, and Writing. Volume 1.

ED 144 071//

Women in Media: A Documentary Source Book.

ED 144 141//

Puerto Rico

Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools.
ED 145 023//

Punishment

Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).
ED 144 185

Purchasing

Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977.
ED 144 499

Pushouts (Students)

School Dropouts or Student Pushouts?; A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.
ED 143 898

Qatar

Development of Education in Qatar (1975/76 and 1976/77).
ED 144 887

Quality Control

The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.
ED 143 793

Policy and Evaluation in the Health Professions.
ED 144 447

Quality of Life

The Reversal in Migration Patterns -- Some Rural Development Consequences.
ED 144 743

Studying Your Community: Data Book. Sociology Report 128A.
ED 144 730

Quebec

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776

Question Answer Interviews

The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.
ED 144 927

Questioning Techniques

An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12.
ED 144 380

Group Size as a Determinant of Preschool Children's Frequency of Asking Questions.
ED 144 674

Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation.
ED 144 558

Teacher Verbal Feedback during Primary Basal Reading Instruction.
ED 144 047

Questionnaires

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.
ED 143 871

Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report.
ED 144 943

A Study of the Catholic Elementary Schools in Greater Cincinnati.
ED 144 187

A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools.
ED 145 015

[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]
ED 144 945

Quotas

A Comparative Analysis of Three Admission/Selection Procedures.
ED 144 963

Race Relations

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974.
ED 144 912

Racial Composition

The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility.
ED 144 725

Perceptions of a Tri-Racial Community: Adults vs. Adolescents.
ED 144 740

Racial Discrimination

Affirmative Action and the New York City Public School System.
ED 145 025//

Project Student Concerns. Interim Report.
ED 145 066

Racism in the English Language.
ED 144 080

Sourcebook of Equal Educational Opportunity. Second Edition.
ED 145 064//

Racial Factors

School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.
ED 145 033//

Racial Integration

Desegregation Without Turmoil; The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.
ED 145 016

Racism

Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography.
ED 144 871

Racism in the English Language.
ED 144 080

Radio

Major Issues of the World Administrative Radio Conference 1979.
ED 144 127

The President's Message on Public Broadcasting.
ED 144 152

Radio Technology

Major Issues of the World Administrative Radio Conference 1979.
ED 144 127

Randomization

Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.
ED 144 969

Ranganathan (S R)

The Influence of Hindu Epistemology on Ranganathan's Colon Classification.
ED 144 601

Rater Reliability

Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1.
ED 144 403

Rating Scales

Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1.
ED 144 406

An Adjective Rating Scale for Film Previews.
ED 144 157

Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1.
ED 144 403

Readability

Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.
ED 144 006

Readiness

An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7.
ED 144 806

Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9.
ED 144 808

Reading

Questions English Teachers Ask.
ED 144 107//

Reading Achievement

Behavioral Definers of Reading Achievement.
ED 144 036

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.
ED 144 002

The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.
ED 144 007

The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001

Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.
ED 144 009

The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.
ED 144 955

Reading Comprehension

Analyses of Differences between Written and Oral Language. Technical Report No. 29.
ED 144 038

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.
ED 144 039

Cognition, Curriculum, and Comprehension.
ED 144 023

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.
ED 144 015

Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children.
ED 144 103

The Development of Reading Comprehension in First Grade Children.
ED 144 017

Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1.
ED 144 401

The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders.
ED 143 996

Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1.
ED 144 398

Reading Development

Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//

Reading Diagnosis

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.
ED 144 011//

Reading Difficulty

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.
ED 144 002

Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037

Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program.
ED 144 291

PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
ED 144 328

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.
ED 144 011//

Reading Games

101 Make-and-Play Reading Games for the Intermediate Grades.
ED 144 003//

Parents Aid School Success Parents Handbook
ED 143 905

Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//

Reading Habits

In Defense of the Status Quo.
ED 144 059

Periodicals in Politics: Results from a Swedish Survey.
ED 144 058

A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah.
ED 144 608

Reading Improvement

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.
ED 144 031

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.
ED 144 002

The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001

Parents Aid School Success Instructor's Manual.
ED 143 906

Parents Aid School Success Parents Handbook
ED 143 905

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.
ED 144 008//

Reading Instruction

101 Make-and-Play Reading Games for the Intermediate Grades.
ED 144 003//

Classroom Practice in Reading.
ED 144 013

Cognition, Curriculum, and Comprehension.
ED 144 023

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.
ED 144 031

The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001

Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building.
ED 144 030

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program.
ED 144 029

Literacy Policy and Reading and Writing Instruction.
ED 144 025

Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.
ED 144 396

Precision Teaching for Decoding and Comprehension: Materials and Methods.
ED 144 033

Precision Teaching in the Elementary Classroom.
ED 144 005

Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning.
ED 143 999

Recipe for Reading. Second Edition, Revised and Expanded.
ED 144 028//

Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries.
ED 144 004//

Response to Prof. Bormuth's Paper.
ED 144 026

The Role of the Cultural Institution in Reading through the Arts and Humanities.
ED 144 032

Teacher Verbal Feedback during Primary Basal Reading Instruction.
ED 144 047

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.
ED 144 008//

Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978.
ED 144 105

TESL Reporter, Vol. 10, No. 4.
ED 144 363

Understanding Language: A Primer for the Language Arts Teacher.
ED 144 108//

Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.
ED 144 024

Reading Interests

Children's Response to Literature.
ED 144 034

Periodicals in Politics: Results from a Swedish Survey.
ED 144 058

Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.
ED 144 009

Reading Is Fundamental

A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997

A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014

Reading Materials

Focus on Literature for Children and Young Adults.
ED 144 095

Issue on Censorship.
ED 144 074

Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents.
ED 143 901

Reading Material Selection

Children's Response to Literature.
ED 144 034

The Teacher's Library.
ED 144 935

Reading Processes

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.
ED 144 039

Cognitive Theory. Volume 2.
ED 144 022//

The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.
ED 143 998

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.
ED 144 020

Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.
ED 144 396

The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders.
ED 143 996

Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.
ED 144 395

Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1.
ED 144 399

Reading Programs

Cognition, Curriculum, and Comprehension.
ED 144 023

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.
ED 144 045

The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001

Initiating, Organizing and Administering a Learning to Read through the Arts and Hu-

manities Program in a School District and a School Building.
ED 144 030

Learning to Read through the Arts and Humanities: A Reading Program--An Art Program.
ED 144 029

Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries.
ED 144 004//

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.
ED 144 008//

A Validity Study of Admission Criteria for Masters Students in a Reading Program.
ED 144 035

Reading Readiness

Are First Grade Indian Children Ready to Read?
ED 144 016

Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//

Reading Research

Analyses of Differences between Written and Oral Language. Technical Report No. 29.
ED 144 038

Are First Grade Indian Children Ready to Read?
ED 144 016

Behavioral Definers of Reading Achievement.
ED 144 036

Children's Response to Literature.
ED 144 034

Cognition, Curriculum, and Comprehension.
ED 144 023

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.
ED 144 015

Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children.
ED 144 103

The Development of Reading Comprehension in First Grade Children.
ED 144 017

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.
ED 144 002

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.
ED 144 043

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.
ED 144 042

The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.
ED 144 007

The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.
ED 143 998

Literacy Policy and Reading and Writing Instruction.
ED 144 025

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.
ED 144 020

A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997

A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014

Periodicals in Politics: Results from a Swedish Survey.
ED 144 058

Position of Inserted Questions and Ability in Learning from Prose.
ED 144 050//

Reading in a Second Language. Occasional Papers on Linguistics, No. 1.
ED 144 397

Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.
ED 144 009

The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders.
ED 143 996

272 Subject Index

Teacher Verbal Feedback during Primary Basal Reading Instruction.
ED 144 047

Reading Skills

101 Make-and-Play Reading Games for the Intermediate Grades.
ED 144 003//

Analyses of Differences between Written and Oral Language. Technical Report No. 29.
ED 144 038

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.
ED 144 015

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.
ED 144 042

Precision Teaching for Decoding and Comprehension: Materials and Methods.
ED 144 033

Reading Skills and Activities for the Adult.
ED 144 000

Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.
ED 144 395

Reading Strategies

A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades.
ED 144 015

Reading Tests

The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.
ED 144 957

Placement Tests for Golden Mountain Reading Series.
ED 144 388

Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1.
ED 144 398

Recall (Psychological)

Bilingualism in Alsace: An Associationist Approach to "Competence," York Papers in Linguistics, No. 7.
ED 144 360

Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.
ED 144 969

Reading in a Second Language. Occasional Papers on Linguistics, No. 1.
ED 144 397

Receptive Language

The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1.
ED 144 411

Recognition

Circumstances Which Facilitate Children's Recognition of Moving People.
ED 144 723

Recordkeeping

A Report of the Commission on Federal Paperwork. Education.
ED 144 203

Records (Forms)

Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System.
ED 143 870

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System.
ED 143 868

Manual for Preparing Individualized Education Programs.
ED 144 333

A Report of the Commission on Federal Paperwork. Education.
ED 144 203

Recreation

An Environmental Handbook of the Marble Area.
ED 144 753

Recreational Activities

Leisure and Recreation: Introduction and Overview.
ED 144 933//

Recreational Reading

A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997

A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014

Recruitment

A Counseling Approach to Armed Forces Recruiting.
ED 143 953

Reduction in Force

Declining Enrollment Conference Report.
ED 144 229

Redundancy

Redundancy of Behavioral Information in Dating.
ED 143 931

Reentry

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.
ED 143 899

Reference Books

Basic Library List for Four-Year Colleges. Second Edition.
ED 144 816

Handbook of Common Poisonings in Children.
ED 144 708

Reference Materials

Bibliographic Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
ED 144 344

Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788.
ED 145 039

A Descriptive Guide to CDA Training Materials.
ED 144 697

A Guide to Information on Equal Educational Opportunity.
ED 145 060

T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.
ED 144 175

A Working Bibliography on Published Materials on Black Studies Programs in the United States. Exchange Bibliography #1213.
ED 145 002

Writer's Research Handbook: The Research Bible for Freelance Writers.
ED 144 081//

Regional Libraries

Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977.
ED 144 592

Regional Planning

Consumer Health Education Plan, 1976.
ED 143 796

Current Work on Telecommunications Policies and Structures.
ED 144 134

Regional Programs

The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition.
ED 144 286

Health, Higher Education and the Community. Towards a Regional Health University.
ED 144 498

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.
ED 143 775

Regular Class Placement

Helping Teacher Program.
ED 144 276

IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976.
ED 144 324

Mediagraphy on Mainstreaming.
ED 144 297

The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).
ED 144 655

Regularized English

Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries.
ED 144 004//

Rehabilitation

An At-Home Rehabilitation Program for Families of Women Alcoholics.
ED 143 960

Reinforcement

The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation.
ED 144 702

Relationship

The Midlife Crisis and Educational Programming.
ED 143 784

Wahbung - Our Tomorrows.
ED 144 773//

Relevance (Education)

Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).
ED 144 242

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.
ED 144 850

Relevance (Information Retrieval)

Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976.
ED 144 590

Reliability

Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1.
ED 144 406

Religion

Teaching about Religion in Public Schools.
ED 144 857

Religious Education

Teaching about Religion in Public Schools.
ED 144 857

Remedial Courses

Planning the Remedial Composition Curriculum.
ED 144 089

Remedial Instruction

Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.
ED 144 011//

Remedial Mathematics

A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973.
ED 144 654

Remedial Programs

Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills.
ED 144 087

A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.
ED 144 653

The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).
ED 144 655

Remedial Reading

Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists.

ED 144 031

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.

ED 144 043

Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.

ED 144 037

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.

ED 144 011//

Remedial Reading Programs

The Effect of Oratographic Instruction on the Reading Achievement of Disabled Learners. Final Report.

ED 144 002

Leeard Community College: Developmental Education Study.

ED 144 637

Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.

ED 144 011//

A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.

ED 144 653

Reportative Function (Language)

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

ED 144 383

Reports

National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.

ED 144 796

Research

1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II).

ED 144 839

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.

ED 144 125

Development of Job Task Inventories and Their Use in Job Analysis Research.

ED 143 984//

Evaluating Innovation. An Occasional Report on Innovation.

ED 144 502

Film: Interdisciplinary Approaches to Theory and Teaching. Part One.

ED 144 111

The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.

ED 144 422

Research at Yale in Natural Language Processing. Research Report #84.

ED 144 560

Research and Development

University Relationships with Other R&D Performers.

ED 144 468

Research and Development Centers

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973.

ED 144 998

Research Design

Controversies in the Evaluation of Compensatory Education

ED 145 011

A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.

ED 144 944

International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix.

ED 144 822

Methods for Maximizing the Validity of Experiments on Teaching.

ED 144 979

A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development.

ED 144 737

A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications.

ED 144 343

Research and Applied Theory in Special Education: Conversations with the Experts.

ED 144 268

Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I.

ED 144 823

Research Methodology

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

Controversies in the Evaluation of Compensatory Education

ED 145 011

A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures.

ED 144 374

The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques I.

ED 144 222

Educational Research and Planning as a Career Option for a Mathematics Major.

ED 144 667

Oracle or Monacle: Research Concerning Attitudes Toward Feminism.

ED 143 991//

Psychological Adjustment and Homosexuality.

ED 143 983//

Public Television Programming by Category: 1976.

ED 144 148

Research and Applied Theory in Special Education: Conversations with the Experts.

ED 144 268

Research Relating to Children. Bulletin 38: September 1976-February 1977.

ED 144 718

Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.

ED 143 807

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

ED 143 826

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).

ED 144 182

Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis.

ED 144 113//

Research Needs

The Family as a Living Open System: An Emerging Conceptual Framework.

ED 143 921

Problems of Social Science Research at Smaller Canadian Universities.

ED 144 441

Program Improvement Priorities for Vocational Education. Summary Report.

ED 143 823

Research Opportunities

Problems of Social Science Research at Smaller Canadian Universities.

ED 144 441

Research Problems

Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.

ED 144 006

The Ethics of Teaching and Scientific Research.

ED 144 493//

The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.

ED 143 863

Methods for Maximizing the Validity of Experiments on Teaching.

ED 144 979

A Model for Testing Rival Hypotheses in Longitudinal Social Problems.

ED 144 966

Problems of Social Science Research at Smaller Canadian Universities.

ED 144 441

Using Research in School Reform.

ED 145 013

Research Projects

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement.

ED 144 620

Research Relating to Children. Bulletin 38: September 1976-February 1977.

ED 144 718

University Relationships with Other R&D Performers.

ED 144 468

Research Reports

An Assessment of Educational Needs for the Department of Wildlife Science.

ED 144 781

An Assessment of Educational Needs for the Department of Civil and Environmental Engineering.

ED 144 782

Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools.

ED 144 779

Research Reviews (Publications)

Activity-Based Learning in Elementary School Mathematics: Recommendations from Research.

ED 144 840

Child Abuse: From Research to Remediation.

ED 144 314

Cross-Cultural Broadcasting.

ED 144 552

Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5.

ED 144 804

Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13.

ED 144 811

Personality Variables: Modal Profiles that Characterize Various Fields of Science.

ED 144 780

Research Relating to Children. Bulletin 38: September 1976-February 1977.

ED 144 718

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

The White House Conference on Handicapped Individuals. Volume One: Awareness Papers.

ED 144 267

Research Tools

Secondary Analysis: An Important Procedure for Educational Research.

ED 144 964

Working in the Film Archives.

ED 144 142

Writer's Research Handbook: The Research Bible for Freelance Writers.

ED 144 081//

Research Utilization

Across the Great Divide: Teachers and Administrators Interpret Research Findings.

ED 144 180

Current Trends in Government Patent Policy.

ED 144 428

- Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property. ED 144 427
- Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976. ED 144 429
- Title I, 1965-1975: Synthesis of the Findings of Federal Studies. ED 145 010
- Using Research in School Reform. ED 145 013
- Reservations (Indian)**
- Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts. ED 144 757
- Developing Indian Employment Opportunities. ED 144 756
- Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975. ED 144 735//
- Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report. ED 144 758
- Resident Camp Programs**
- Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition). ED 144 682
- The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition. ED 144 196//
- Residential Centers**
- Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers. ED 143 961
- Residential Patterns**
- Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774
- Residential Programs**
- Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition). ED 144 684
- The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students. ED 144 318
- Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition). ED 144 690
- Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide. ED 144 693
- Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems. ED 144 694
- Resource Allocations**
- Elementary Schools and the Receipt of Compensatory Funds. ED 145 028
- Resource Centers**
- Career Resource Centers. ED 143 883
- Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner. ED 143 896
- Station Occupancy Study of Seventeen Learning Resource Centers. ED 144 532
- Resource Guides**
- Affirmative Action Policy and Program Manual. [Revised] ED 144 645
- Attracting Philosophy Students--I. ED 144 651
- A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist. ED 144 827
- A Guide to Information on Equal Educational Opportunity. ED 145 060
- Mediagraphy on Mainstreaming. ED 144 297
- A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319
- Resource Materials**
- Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788. ED 145 039
- Career Resource Centers. ED 143 883
- A Descriptive Guide to CDA Training Materials. ED 144 697
- A Guide to Information on Equal Educational Opportunity. ED 145 060
- Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//
- Potpourri of Foreign Language Aids, Vol. 3. ED 144 416
- The Role of the Cultural Institution in Reading through the Arts and Humanities. ED 144 032
- The Teacher's Library. ED 144 935
- Working in the Film Archives. ED 144 142
- Writer's Research Handbook: The Research Bible for Freelance Writers. ED 144 081//
- Resource Requirements Prediction Model**
- The RRP Model: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104. ED 144 520
- Resource Room Programs**
- Designing and Implementing a Resource Room Program for Children with Special Needs. ED 144 313
- Resources**
- Get KWIC Help: An Information Service to Assist Trainers in Aging. ED 143 912
- Resource Staff Role**
- The Secondary Resource Specialist in California: Promising Practices. ED 144 320
- Resource Teachers**
- Helping Teacher Program. ED 144 276
- Resource Guide for Individualized Competency-Based In-Service Training. ED 144 322
- The Secondary Resource Specialist in California: Promising Practices. ED 144 320
- Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- Response Mode**
- Children's Response to Literature. ED 144 034
- The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement. ED 144 927
- Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900
- Some Recent Perspectives on Research in Language and Literature. ED 144 062
- Responsibility**
- Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice. ED 143 891
- The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance. ED 143 977
- The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974. ED 143 976
- Retirement**
- Gerontology: An Annotated Bibliography and Supplement. ED 143 911
- Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976). ED 145 031
- Reverse Discrimination**
- The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force. ED 144 736//
- Reverse Transfer Students**
- Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. ED 144 661
- Rewards**
- The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation. ED 144 702
- Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976. ED 144 986
- Rhetoric**
- On Rhetorical Autonomy. ED 144 079
- The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
- Rhetoric and Composition: An Overview. ED 144 102
- Rhetoric of Art and Technology in Latin America. ED 144 132
- Rhetorical Criticism**
- On Rhetorical Autonomy. ED 144 079
- Rhode Island**
- Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island. ED 144 463
- Rodda Act (California)**
- The Rodda Act--One Year Later. ED 144 262
- Role Conflict**
- Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation. ED 145 001
- Role Perception**
- Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962
- A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates. ED 144 626
- A Program of Clinical Research Development: Developing Decision Making Skills in Children. ED 143 909
- Role Perception and Use of Persuasion Strategies by Children. ED 143 979
- The Self Concept: Mini, Maxi, Multi? ED 143 934
- Role Playing**
- Role Playing: Uses and Abuses in Teaching Sociology. ED 144 918
- Role Theory**
- Authoritarianism and Attitudes Toward Working Wives.

- ED 143 951
- Romanian**
A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
- Rotters Social Learning Theory**
Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900
- Royal Institute of Technology (Sweden)**
Experiences of an Interactive Retrieval System-ESRO/RECON. ED 144 609
KOMPOST-A Compression Method for Structured Files. ED 144 610
- Rules**
Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play. ED 143 957
- Rural Areas**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976. ED 144 745
Rural Critical Care Nurse Training Project-Four Corners Area, November 14, 1975. ED 144 738
Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3. ED 144 772
Successful Black Farmers: Factors in Their Achievement. ED 145 038
- Rural Development**
Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development-1. ED 143 767
Communication and Rural Development. ED 144 158//
A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development. ED 144 737
Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976). ED 144 734
The Reversal in Migration Patterns - Some Rural Development Consequences. ED 144 743
Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3. ED 144 772
In Search of a Future. 3rd Edition, November 1976. ED 144 771//
SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977. ED 144 741
- Rural Development Act 1972 Title V**
SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977. ED 144 741
- Rural Education**
Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development-1. ED 143 767
Development in Education in Bangladesh 1975-77: A Country Report. ED 144 884
Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55. ED 144 172
A Response to the Needs of Rural Gifted and Talented Youth. ED 144 303
Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3. ED 144 772
Teachers for Rural America - Are They Recognized and Prepared? ED 144 732
- Rural Extension**
Elements of the Structure and Terminology of Agricultural Education in Japan. ED 143 766
- Rural Population**
The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility. ED 144 725
Perceptions of a Tri-Racial Community: Adults vs. Adolescents. ED 144 740
Rural Family Development: A Delivery System for Social Programs. ED 144 755
Studying Your Community: Data Book. Sociology Report 128A. ED 144 730
- Rural Schools**
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools. ED 144 728
Teachers for Rural America - Are They Recognized and Prepared? ED 144 732
- Rural School Systems**
Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795
A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report. ED 143 802
- Rural to Urban Migration**
In Search of a Future. 3rd Edition, November 1976. ED 144 771//
- Rural Urban Differences**
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University. ED 144 742
Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States. ED 144 762
Motivational Determinants of Status Aspirations: Comments on Sex Variations. ED 144 763
Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706. ED 144 761
Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population. ED 144 727
Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970. ED 144 731
- Rural Youth**
Drinking Among Rural Youth with Implications for Rural Institutional Development. ED 144 729
- Safety Education**
Safety Belt Activity Book: A Guide for Teachers of Grades K-6. ED 144 844
Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976). ED 144 937
- Saint Lucia**
De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7. ED 144 359
- Salary Differentials**
A Comparison of the Processes of Earning Achievement of Black and White Married Females. ED 143 890
Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698. ED 144 938
- Salinity**
Home Brew Salinity Measuring Devices: Their Construction and Use. ED 144 838
- Salvation Army**
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide. ED 144 688
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695
Manana: A Program Prepared for Corps and Community Centers. Leader's Guide. ED 144 691
Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide. ED 144 693
- Salvation Army Corps Cadets**
Every Child Matters. ED 144 685
Every Child Matters. Leader's Guide. ED 144 686
- Samoa**
People of Samoa: Building Bridges of Understanding. ED 144 349
- Samoa**
People of Samoa: Building Bridges of Understanding. ED 144 349
- San Francisco Bay Area**
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
- Saudi Arabia**
The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia. ED 144 893
- Schedule Modules**
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
A Flexible Scheduling Approach. ED 144 179
- Scheduling**
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
Hillside Administration Reporting Timetabling System. HARTS II. ED 144 535
- Scholarly Journals**
In Defense of the Status Quo. ED 144 059
- Scholarships**
Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79. ED 144 495//
- School Accounting**
Space Costing: Who Should Pay for the Use of College Space? A Report. ED 144 213
- School Administration**
In Defense of the Status Quo. ED 144 059
Hillside Administration Reporting Timetabling System. HARTS II. ED 144 535
- School Attendance Legislation**
Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights. ED 144 084
- School Buildings**
School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90. ED 144 237
- School Closing**
Declining Enrollment Conference Report. ED 144 229

School Community Cooperation

Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership.

ED 144 521

Community Resource Guide for Career Education.

ED 143 830

Community Schools in Canada.

ED 144 252

Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

ED 143 775

Selected Proceedings of the National Conference on Community Services in the Community College (San Diego, California, March 3-5, 1976).

ED 144 640

School Community Relationship

Advisory Committees. The Best of ERIC, Number 30.

ED 144 204

Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership.

ED 144 521

Colleges and Universities as Agents of Social Change.

ED 144 503

Community Schools in Canada.

ED 144 252

Coordination of Community Services.

ED 144 284

The Impact of Three Community Organization on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice.

ED 145 065

Linking Schools and the Community. Education U.S.A. Special Report.

ED 144 202

Oakie Lucy: On Community Involvement. Instructional Module IV.

ED 144 696

School Demography

Declining Enrollment: Implications for South Carolina School Districts.

ED 144 254

School Enrollment Projections. A Report.

ED 144 259

School Districts

Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.

ED 144 246

Compensatory Education Services.

ED 145 061

Declining Enrollment: Implications for South Carolina School Districts.

ED 144 254

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

ED 143 813

The Investment of School Funds, 1976.

ED 144 201

Kentucky Quality Education Study: 1974-75. Technical Report.

ED 144 176

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

ED 145 014

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

ED 144 223

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446.

ED 144 224

Report. Discipline In Our Big City Schools.

ED 144 210//

A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.

ED 144 167

The Variables of Capacity Building: A Process Design Action Research Report.

ED 144 549

School District Spending

Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report.

ED 144 253

School Environment

School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.

ED 145 033//

Student Adaptation to High School Social Groupings and Normative Environments.

ED 143 929

School Funds

Compensatory Education Services.

ED 145 061

School Health Services

Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools.

ED 144 928

School Holding Power

Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.

ED 144 671

School Industry Relationship

Community Resource Guide for Career Education.

ED 143 830

University Relationships with Other R&D Performers.

ED 144 468

School Integration

Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice.

ED 145 065

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

ED 145 014

Project Student Concerns. Interim Report.

ED 145 066

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 051

School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 056

School Desegregation in Corpus Christi, Texas.

ED 145 070

School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 067

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 059

School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 057

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 045

School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 048

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 049

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 044

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 050

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 043

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 046

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 053

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 072

School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 055

School Desegregation in Raleigh County, West Virginia.

ED 145 071

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 047

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 069

School Desegregation in Tulsa, Oklahoma.

ED 145 054

School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 058

School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 068

School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights.

ED 145 052

School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.

ED 145 033//

School Libraries

The Economical Feasibility of Installing a Book Detection System at Cottonwood High School.

ED 144 603

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

ED 144 617

School Mathematics Study Group

Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).

ED 144 791

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition.

ED 144 833

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition.

ED 144 834

Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition.

ED 144 835

Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition.

ED 144 836

Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition.

ED 144 837

SMSG: The Making of a Curriculum.

ED 144 792

Very Short Course in Mathematics for Parents.

ED 144 793

School Personnel

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.

ED 144 922

School Planning

Charrette '71: How a Community Planned Two New Inner-City Schools.

ED 144 258

A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools.

ED 144 232

School Policy

Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report.

ED 144 228

Designing a Positive In-School Suspension Program.

ED 144 251

Guidelines for School Discipline.

ED 144 247

School Psychologists

A Sample Assessment of Cognitive Development in the School-Age Child.

ED 143 897

School Role

Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.

ED 144 171

Schools

Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques.

ED 144 165

School Schedules

A Flexible Scheduling Approach.

ED 144 179

Intensive Education: The Impact of Time on Learning.

ED 144 195

School Services

Funding Small Elementary Schools Under the Florida Education Finance Program Law.

ED 144 164

How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland.

ED 144 300

Job Placement Services Provided by Public School Systems in the United States, 1976.

ED 143 926

School Size

School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.

ED 144 236

School Space

The Effects of Density and Partitioning on Children's Behavior.

ED 144 721

School Statistics

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.

ED 144 223

Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446.

ED 144 224

Progress of Education in the United States of America 1974-75, 1975-76.

ED 144 205

School Study Centers

Study Halls: An Educational Wasteland to an Educational Mecca.

ED 144 227

School Superintendents

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates.

ED 144 924

Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study.

ED 144 233

School Surveys

Degree Designations at U.S. Graduate Schools.

ED 144 426

A Study of the Catholic Elementary Schools in Greater Cincinnati.

ED 144 187

A Study of Thirteen Catholic High Schools in Greater Cincinnati.

ED 144 186

A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools.

ED 145 015

Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).

ED 144 361

School Systems

Energy Conservation.

ED 144 240//

School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90.

ED 144 237

A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement.

ED 144 216//

School to Work Transition

Bridges to Work: International Comparison of Transition Services.

ED 143 853

School Vandalism

An Aesthetic Theory of School Vandalism. Discussion Papers 419.

ED 145 036

Science Education

Appraisal, Children's Science Books, Vol. 10, No. 3.

ED 144 830//

Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series.

ED 144 820

Home Brew Salinity Measuring Devices: Their Construction and Use.

ED 144 838

Insects. Hawaii Nature Study Project.

ED 144 845

Man and Environment Teaching Alternatives.

ED 144 826

New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.

ED 144 829

Parts of Plants. Hawaii Nature Study Project.

ED 144 846

Reef and Shore. Hawaii Nature Study Project.

ED 144 847

School Science Education in India. [Studies of Curriculum Development Centres in Asia 1].

ED 144 817

Science Objectives and their Implications Concerning Classroom Teaching.

ED 144 798

Science Fiction

Teaching Science Fiction to Science and Technology Majors.

ED 144 048

Science Programs

School Science Education in India. [Studies of Curriculum Development Centres in Asia 1].

ED 144 817

Science Reasoning Level Test (Duszynska)

Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.

ED 144 988

Sciences

Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.

ED 144 784

National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.

ED 144 796

Occupational Education Coordinator's Handbook: 7-8.

ED 143 804

Occupational Education Coordinators' Handbook: 4-6.

ED 143 805

Occupational Education Coordinators' Handbook: K-3.

ED 143 806

Public Management of Science Case Studies.

ED 144 821

Technical Books & Monographs, 1977 Catalog.

ED 144 795

Science Teachers

Science Objectives and their Implications Concerning Classroom Teaching.

ED 144 798

Science Tests

Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.

ED 144 988

Scientific Methodology

The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool.

ED 144 588

Scientific Research

The Ethics of Teaching and Scientific Research.

ED 144 493//

Scientists

Personality Variables: Modal Profiles that Characterize Various Fields of Science.

ED 144 780

Supply and Demand for Scientists and Engineers. A Review of Selected Studies.

ED 144 831

Scoring Formulas

Predictive Validity of Short Form Placement Tests under Two Scoring Systems.

ED 144 950

Screening Tests

Acceptance Testing—Course Readiness Measurement.

ED 144 975

Home Visiting Handbook.

ED 144 712

Language Assessment Identifying LESA's.

ED 144 415

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

ED 144 722

Scripts

Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.

ED 143 877

Search Strategies

Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation.

ED 144 558

Health Effects Profiles for Searching Selected Lockheed DIALOG Data Bases.

ED 144 619

Seasonal Laborers

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions.

ED 144 769

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings.

ED 144 770

Seattle Public Schools WA

Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.

ED 144 225

Secondary Data Analysis

Secondary Analysis: An Important Procedure for Educational Research.

ED 144 964

Secondary Education

Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.

ED 144 993

Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views.

ED 144 789

Intellectual Freedom and Racism.

ED 145 022

Manana: A Program Prepared for Corps and Community Centers. Leader's Guide.

ED 144 691

- Operational Incentives and the Growth of Competition in the Education Sector. ED 144 659
- Secondary Education Reform: Retrospect and Prospect. ED 144 168
- Suggested Activities for Environmental Education in the Secondary Schools. ED 144 787
- A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools. ED 145 015
- A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory. ED 144 819
- Secondary Grades**
- Aquaculture: A Course of Study for Sand Point Secondary School. ED 144 788
- Secondary School Counselors**
- Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual. ED 143 948
- Secondary School Mathematics**
- A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21. ED 144 841
- SMSC: The Making of a Curriculum. ED 144 792
- Very Short Course in Mathematics for Parents. ED 144 793
- Secondary Schools**
- The Secondary Resource Specialist in California: Promising Practices. ED 144 320
- Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- Secondary School Science**
- New Trends in Physics Teaching, Volume III (1976). ED 144 815
- School Science Education in India. [Studies of Curriculum Development Centres in Asia 1]. ED 144 817
- Secondary School Students**
- Chicano Students and Tooele Schools: A Descriptive Research Report. ED 144 733
- Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual. ED 143 948
- Second Language Learning**
- Chinese Children's Songs. ED 144 387
- Competencies of Foreign Language Teachers. ED 144 386
- The English-as-a-Second-Language Child's Learning of Grammar and Syntax. ED 144 346
- An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12. ED 144 380
- A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
- Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1. ED 144 401
- Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1. ED 144 404
- Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Lessons in Colloquial Hindustani for Fiji. ED 144 353
- Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1. ED 144 412
- Lexique Mandingue-Francais (Mandinka-French Lexicon). ED 144 352
- Linguistic Aspects of Emigrant Children. ED 144 340
- Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. ED 144 405
- Notes on the Acquisition of Interrogative-Word Questions. ED 144 377
- Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
- Reading in a Second Language. Occasional Papers on Linguistics, No. 1. ED 144 397
- Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1. ED 144 395
- Speaking Kapampangan. PALI Language Texts: Philippines. ED 144 357//
- Spoken Chad Arabic. ED 144 356
- Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1. ED 144 399
- Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385
- Second Languages**
- Job Opportunities for People Who Know Foreign Languages. ED 144 375
- Security**
- The Economical Feasibility of Installing a Book Detection System at Cottonwood High School. ED 144 603
- Selection**
- Attributional Self-Selection and the Implications for the Individualization of Education. ED 143 902
- Selective Dissemination of Information**
- Computerized Information Service--SDI. Annual Report 1974-75. ED 144 614
- Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29. ED 144 611
- Self Actualization**
- Suicidal Fantasies and Positive/Negative Effects. ED 143 938
- Self Care Skills**
- Integrated Living for Severely Disabled People: A Radical Approach. ED 143 943
- Self Concept**
- Authoritarianism and Attitudes Toward Working Wives. ED 143 951
- Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952
- A Developmental Group Counseling Program for Elementary Schools. ED 143 968
- The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature. ED 143 920
- Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076
- The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure. ED 144 921
- Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
- PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength. ED 144 328
- Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment. ED 144 706
- Schools Can Make a Difference. ED 145 034
- The Self Concept: Mini, Maxi, Multi? ED 143 934
- Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//
- Self Control**
- Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900
- The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945
- Self Directed Classrooms**
- Planning Instruction and Monitoring Classroom Processes with Computer Assistance. ED 144 523
- Self Disclosure**
- Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure. ED 143 917
- Self Esteem**
- The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure. ED 144 921
- Self Evaluation**
- Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//
- Cognitive-Field Implications for the Teaching of Technical Writing. ED 144 078
- Self Expression**
- Composition Topics that Fructify. ED 144 093
- Self Fulfilling Prophecy**
- Pygmalion in Native-Indian Education. ED 144 744
- Self Schedule System**
- Maximizing the Effective Use of School Time by Teachers and Students. ED 144 932
- Semantics**
- Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Seminars**
- Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976). ED 144 734
- Senior Citizens**
- Development of a Model for a Senior Citizen Bureau. Final Report. ED 144 665
- Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976). ED 145 031
- Senior High Schools**
- Setting and Evaluating Competency Standards for Awarding High School Diplomas. ED 144 977
- Study Halls: An Educational Wasteland to an Educational Mecca. ED 144 227
- Sensitivity Training**
- Understanding the Male Homosexual Experience: Grades 11, 12. ED 143 942
- Sensory Integration**
- A Cognitive Problem-Solving Approach to Learning in Later Adulthood. ED 143 965
- Sentence Acceptability**
- Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977)

- ED 144 342
Sentence Combining
 Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076

- Sentence Structure**
 Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
 The Influence of Sentence Type upon Paraphrase Strategy in Children. ED 144 420
 Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. ED 144 405

- Sequential Learning**
 Instructional Strategies for Teaching Writing. ED 144 077

- Sequential Reading Programs**
 Recipe for Reading. Second Edition, Revised and Expanded. ED 144 028//

- Severely Handicapped**
 Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped. ED 144 338

- Sex Differences**
 Boys in Primary School. ED 144 714

- Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962
 Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL). ED 143 893

- Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970

- Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971

- Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report. ED 143 800

- The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure. ED 144 921

- Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement. ED 143 928

- Love and Involvement in Romantic Relationships. ED 143 995

- Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913

- Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774

- Motivational Determinants of Status Aspirations: Comments on Sex Variations. ED 144 763

- The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance. ED 143 977

- Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey. ED 143 933

- Work Values of University Students: An Analysis by Ethnic Groups and Sex. ED 144 849

- Sex Discrimination**
 Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report. ED 144 228

- Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography. ED 144 318

- Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature. ED 144 006

- An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations. ED 144 433

- An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health. ED 144 437

- A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C. ED 144 472

- Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899

- The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974. ED 143 976

- Sex Discrimination in Education: A Literature Review and Bibliography. ED 144 976

- Sourcebook of Equal Educational Opportunity. Second Edition. ED 145 064//

- Women's Educational Equity Act. First Annual Report, September 30, 1976. ED 143 935

- Sex Education**
 Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973

- Sex Role**
 The Chicana Feminist. ED 144 768//

- An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry. ED 144 436

- The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure. ED 144 921

- Leadership and Women in Organizations. ED 143 986//

- Measuring Sex Role Development: A Comparison of Two Methods. ED 144 985

- Oracle or Monacle: Research Concerning Attitudes Toward Feminism. ED 143 991//

- Post Separation Adjustment and Women's Liberation. ED 143 908

- Sex and Status: Influence on the Evaluation of Professionals. ED 143 930

- Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440

- Sex Stereotypes**
 Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970

- Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971

- Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect. ED 143 940

- Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913

- In Praise of Diversity: Multicultural Classroom Applications. ED 144 854

- Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932

- Understanding the Male Homosexual Experience: Grades 11, 12. ED 143 942

- Sexuality**
 The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students. ED 144 318

- Short Courses**
 The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977. ED 144 155

- Siblings**
 Sibling Intervention in First Language Acquisition: A Case Study. ED 144 384

- Simulation**
 Experience Teaches! Kit #7: Simulations Teach. ED 144 311
 The Use of Computers in Simulations. ED 144 538

- Singapore**
 Singapore National Report. 36th Session of the International Conference on Education. ED 144 899

- Site Analysis**
 NACEDC Activity Plan, Report Year 1977. ED 145 027

- Situational Tests**
 Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//

- Skiing**
 Skiing, October 1977-October 1978. NAGWS Rules. ED 144 939

- Skill Development**
 Basic Movement Activities. Perceptual Motor Development. Book 1. ED 144 930//

- Career Education Concepts and Skills: Scope and Sequence. ED 143 794

- Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952

- Cognitive Elaboration Learning Strategies. ED 144 953

- Cooperative Skill Development in Equal Status Small Groups. ED 143 966

- The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States. ED 144 874

- Developing Performance Objectives for the Social Studies. ED 144 911

- Evaluating the Geography Curriculum. Geography for Teachers Series. ED 144 905//

- The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure. ED 144 921

- Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768

- A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised. ED 143 782

- NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report. ED 143 775

- Parents Aid School Success Instructor's Manual. ED 143 906

- Parents Aid School Success Parents Handbook. ED 143 905

- Skills for Adult Guidance Educators**
 Adult Career Education Counseling Project. Final Report. ED 143 828

- Small Colleges**
 Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977. ED 144 499

- Problems of Social Science Research at Smaller Canadian Universities. ED 144 441

Small Schools

- Bradford School Study
ED 144 189
- Funding Small Elementary Schools Under the Florida Education Finance Program Law.
ED 144 164
- School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.
ED 144 236

Social Adjustment

- Behavioral Definers of Reading Achievement.
ED 144 036

Social Attitudes

- Euthanasia Acceptance: An Attitudinal Inquiry.
ED 143 919
- Measuring Perceptions of Aging Across Social Strata.
ED 143 955
- Oracle or Monacle: Research Concerning Attitudes Toward Feminism.
ED 143 991//
- Predictors of Attitudes toward Childlessness.
ED 144 908
- Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped.
ED 144 338

Social Behavior

- Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure.
ED 143 917
- Food Sharing: An Evolutionary Perspective.
ED 144 913
- Psychological Adjustment and Homosexuality.
ED 143 983//

Social Change

- Changes in the Adolescent-Parent Relationship according to Sex Role.
ED 144 907
- Colleges and Universities as Agents of Social Change.
ED 144 503
- Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.
ED 144 421
- Implications of Change in Mexican American Families.
ED 144 726
- Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.
ED 144 453
- Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706.
ED 144 761
- Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper
ED 144 479
- School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.
ED 144 236
- The Unconscious Conspiracy: Why Leaders Can't Lead.
ED 144 241//

Social Class

- Infant Day Care: A Longitudinal Study.
ED 144 707
- A New Look at Black Families.
ED 145 020//

Social Competence

- A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.
ED 144 715

Social Development

- Agriculture and the Development Process: Tentative Guidelines for Teaching, Education and Rural Development-1.
ED 143 767
- Cognitive Development and the Cognition of Horizontal and Vertical Social Structures.
ED 143 963
- The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.
ED 144 408

Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology.
ED 144 700

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976).
ED 144 734

A Study of Egocentrism and Socialization.
ED 143 941

Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play.
ED 143 957

Social Discrimination

Understanding the Male Homosexual Experience: Grades 11, 12.
ED 143 942

Social Factors

Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations.
ED 144 215//

Quality of Life Impact on Mental Health Needs.
ED 143 910

Research on Disorders of the Mind. Progress & Prospects.
ED 144 327

Social History

The Chicana Feminist.
ED 144 768//

The Cultivation of Ivy. A Saga of the College in America.
ED 144 491//

Implications of Change in Mexican American Families.
ED 144 726

The Navajos, A Critical Bibliography.
ED 144 751//

The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776

Social Indicators

Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3.
ED 144 956

The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.
ED 143 850

Social Influences

The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.
ED 144 484

Early Education in China and Its Implications in the United States.
ED 145 006

Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper.
ED 144 480

Social Interaction Creativity**Communication System**

Social Interaction and Creativity in Communication System. Coding Manual.
ED 144 973//

Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970

Socialization

Aging: A Kindergarten Curriculum.
ED 144 680

Cognitive Development and the Cognition of Horizontal and Vertical Social Structures.
ED 143 963

Early Education in China and Its Implications in the United States.
ED 145 006

Motivational Determinants of Status Aspirations: Comments on Sex Variations.
ED 144 763

A Study of Egocentrism and Socialization.
ED 143 941

Socially Maladjusted

The American Soldier: Those Who Make It and Those Who Do Not.
ED 143 924

Social Mobility

Internal and External Family Support Patterns that Promote Stability in Black Families.
ED 145 019

Social Problems

"Cheap is Beautiful": The Role of Political Analysis in Theatre Making.
ED 144 145

Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.
ED 144 474

The White House Conference on Handicapped Individuals. Volume One: Awareness Papers.
ED 144 267

Social Psychology

Redundancy of Behavioral Information in Dating.
ED 143 931

Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders.
ED 143 900

Social Reinforcement

Motivational Determinants of Status Aspirations: Comments on Sex Variations.
ED 144 763

Social Relations

The Effects of Density and Partitioning on Children's Behavior.
ED 144 721

The Evolution of Early Individual Differences in Orientation Towards Peers.
ED 144 676

Infant Day Care: A Longitudinal Study.
ED 144 707

Love and Involvement in Romantic Relationships.
ED 143 995

Social Interaction and Creativity in Communication System. Coding Manual.
ED 144 973//

Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970

Territoriality in Carrel Design.
ED 144 568

Social Responsibility

Early Education in China and Its Implications in the United States.
ED 145 006

On Rhetorical Autonomy.
ED 144 079

Social Science Citation Index

Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611

Social Science Research

The Alienated Majority: A Community Study.
ED 144 920

Annual Review of Sociology, Volume 3, 1977
ED 144 906//

Problems of Social Science Research at Smaller Canadian Universities.
ED 144 441

Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.
ED 144 869

Survey of Youth Needs in Southwest Portland. Research Report No. 1.
ED 145 073

Social Sciences

Articulation in the Social Sciences: Who Needs It?
ED 144 670

Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611

Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses.

- ED 144 662
- Social Security Benefits**
Social Security Benefits for Students.
Background Paper. ED 144 519
- Social Services**
Child Abuse and Neglect Programs: Practice
and Theory. ED 144 296
In Search of a Future. 3rd Edition, November
1976. ED 144 771//
- Social Status**
Sex and Status: Influence on the Evaluation of
Professionals. ED 143 930
- Social Stratification**
Cognitive Development and the Cognition of
Horizontal and Vertical Social Structures. ED 143 963
- Social Structure**
Schools Can Make a Difference. ED 145 034
- Social Studies**
A Cognitive Decision-Making Approach to
Ethics Education: Focus on Public Issues. ED 144 917
The D.C. Public Schools Salute James Earl
Carter "Jimmy" the Thirty-Ninth President of
the United States. ED 144 874
Developing Performance Objectives for the So-
cial Studies. ED 144 911
A Multicultural Social Studies Series. Book 1.
Europe. ED 144 389
Occupational Education Coordinator's Hand-
book: 7-8. ED 143 804
Occupational Education Coordinators' Hand-
book: 4-6. ED 143 805
Occupational Education Coordinators' Hand-
book: K-3. ED 143 806
Something about China. ED 144 848
Teaching about Religion in Public Schools.
ED 144 857
Transcribing and Editing Oral History. ED 144 858//
A Tri-Curriculum Approach to Learning:
Health Education--Social Studies--Career Edu-
cation. Levels One to Four/Grades One to Six.
ED 144 866
Work in the Social Studies: A Preliminary
Review. Working Paper No. 55. Working
Papers in Economics, Northern Illinois Univer-
sity. ED 144 850
- Social Studies Units**
The Athabascan Indians of Interior Alaska: So-
cial Studies Unit for Elementary Grades.
Teacher's Manual [And] A View of the Past
[And] Northern Chronicle [And] Tetlin as I
Knew It [And] Before the Hunt [And]
Athabascan Artifact Cards [And] Younger
Sister and Spider Woman [And] When People
Meet Animals [And] Needzeek--The Boy that
Went to the Moon [And] Koyukon Riddles
[And] Artifact Information Book. ED 144 914
Economic Education Experiences of Enterpris-
ing Teachers, Volume 13. A Report Developed
from the 1974-75 Entries in The International
Paper Company Foundation Awards Program
for the Teaching of Economics. ED 144 860
The Filipino Family, Teacher's Guide. A Unit
of the Bay Area Filipino Culture Education
Project. Revised Edition 1977 [And] Student
Booklet [And] Teenagers in the Philippines
and the Filipino Teenager: USA, Teacher's
Guide. [And] Appendix: Final Report. ED 144 864
The Plantation System in the Ethnic Con-
sciousness of Hawaii (A Rationale for the
Study of the Plantation in Values Education)
[And] A Day in the Life of Ah Sing Chong
[And] A Worker's Daily Round. ED 144 870
- In Praise of Diversity: Multicultural Classroom
Applications. ED 144 854
The Tlingit Indians of Southeastern Alaska: So-
cial Studies Unit for Elementary Grades.
Teacher's Manual [And] Kiksadi Dog Salmon
Legend [And] Halibut Fishing [And] How
Raven Stole the Light: A Radio Play [And]
Raven, The Old Woman of the Tides, and the
Sea Urchins: A Puppet Play [And] Raven and
the Fog Woman [And] The Legendary Adven-
tures of Raven [And] A Tlingit Uncle and His
Nephews [And] Three Brothers [And] Lingit
Aance.... ED 144 915
- Social Systems**
Schools Can Make a Difference. ED 145 034
- Social Values**
Early Education in China and Its Implications
in the United States. ED 145 006
News Values and Socio-Economic Priorities.
ED 144 131
The Work Ethic in Career Education Materials.
ED 143 778
- Sociobiology**
Food Sharing: An Evolutionary Perspective.
ED 144 913
- Sociocultural Patterns**
Gerontology: An Annotated Bibliography and
Supplement. ED 143 911
The Indians of California, A Critical Bibliog-
raphy. ED 144 750//
Native American Historical Demography, A
Critical Bibliography. ED 144 752//
- Socioeconomic Background**
The Indians of the Subarctic, A Critical
Bibliography. ED 144 748//
An Investigation into Bilingual Education for
Children from Favored Socio-Economic
Backgrounds. Problemes linguistiques des en-
fants de travailleurs migrants (Linguistic
Problems of the Children of Migrant Workers).
ED 144 371
- Socioeconomic Influences**
An Analysis of Problems and Perspective of the
Black Aged: Preparation for the Year 2000.
ED 143 903
An Assessment of the Migrant and Seasonal
Farmworker Situation in the United States.
Volume I: Executive Summary and Conclu-
sions. ED 144 769
An Assessment of the Migrant and Seasonal
Farmworker Situation in the United States.
Volume II: Findings. ED 144 770
News Values and Socio-Economic Priorities.
ED 144 131
Solar Energy in America's Future, A Prelimina-
ry Assessment. ED 144 828
The Urban Superintendency and the Depres-
sion: The Case of Thomas Warrington Gosling,
Akron, Ohio: 1928-34. ED 144 919
- Socioeconomic Status**
A Correlation between Speaking Ability and
Certain Home Variables: A Comparison of
Research in Two Cultures. ED 144 374
Current Issues in Child Development. ED 144 677//
The Effect of Neighborhood Racial Composi-
tion on the Relationship Between Minority
Group Status and Current Fertility. ED 144 725
The Reversal in Migration Patterns -- Some
Rural Development Consequences. ED 144 743
Social and Economic Determinants of the
Level of Support for Environmental Protection
and Economic Growth in a Rural Population.
ED 144 727
Successful Black Farmers: Factors in Their
Achievement. ED 145 038
- Sociolinguistics**
Bilingual Education: An International Sociol-
ogical Perspective. ED 144 354//
Language in the Chicano Community: A
Sociolinguistic Consideration. ED 144 372
A Sociolinguistic Approach to Bilingual Educa-
tion: Experiments in the American Southwest.
ED 144 345//
- Sociology**
Annual Review of Sociology, Volume 3, 1977
ED 144 906//
Role Playing: Uses and Abuses in Teaching
Sociology. ED 144 918
- Sociometric Techniques**
Children's Expectancy of Criticism for Class-
room Achievement Efforts. ED 143 944
- Soil Science**
Spreading Deserts--The Hand of Man. World-
watch Paper 13. ED 144 861
- Solar Radiation**
Solar Energy in America's Future, A Prelimina-
ry Assessment. ED 144 828
- Songs**
Chinese Children's Songs. ED 144 387
- South Carolina**
Declining Enrollment: Implications for South
Carolina School Districts. ED 144 254
- South Carolina (Williamsburg County)**
School Desegregation in Williamsburg County,
South Carolina: A Staff Report of the U.S.
Commission on Civil Rights. ED 145 052
- Southern Community**
Perceptions of a Tri-Racial Community: Adults
vs. Adolescents. ED 144 740
- Southern Rural Development Center**
SRDC Plan of Work - Southern States' Title V
Programs. SRDC Series Publication No. 22,
June 1977. ED 144 741
- Space Classification**
Space Costing: Who Should Pay for the Use of
College Space? A Report. ED 144 213
- Space Costing**
Space Costing: Who Should Pay for the Use of
College Space? A Report. ED 144 213
- Space Dividers**
The Effects of Density and Partitioning on
Children's Behavior. ED 144 721
- Space Utilization**
Space Costing: Who Should Pay for the Use of
College Space? A Report. ED 144 213
Station Occupancy Study of Seventeen Learn-
ing Resource Centers. ED 144 532
- Spain**
Spain: Educational Development in 1975-76
and 1976-77. ED 144 877
- Spanish**
Curriculum Materials for Bilingual and Mul-
ticultural Education. An Annotated Bibliog-
raphy. Volume I, Spanish Language Arts. ED 144 341
Driving in Spanish for American Tourists. ED 144 367
Hispanic Organizational Interest in Language
Maintenance. ED 144 362
A Sociolinguistic Approach to Bilingual Educa-
tion: Experiments in the American Southwest.
ED 144 345//
Temporal Analysis of English and Spanish Nar-
ratives.

- Spanish Americans**
Hispanic Organizational Interest in Language Maintenance. ED 144 369
- Spanish Speaking**
Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings. ED 144 709
Chicano Students and Tooele Schools: A Descriptive Research Report. ED 144 733
Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. ED 144 417
Position of Inserted Questions and Ability in Learning from Prose. ED 144 050//
A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study). ED 144 705
- Speaking Activities**
British Union Debating: An Eclectic Approach. ED 144 146
- Special Education**
Language Assessment Identifying LESA's. ED 144 415
[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]. ED 144 945
- Special Education Teachers**
Experience Teachers! Kit #5: Tapes Teach. ED 144 309
Experience Teachers! Kit 6: Games Teach. ED 144 310
Experience Teachers! Kit #7: Simulations Teach. ED 144 311
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game. ED 144 304
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts. ED 144 305
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures. ED 144 306
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning. ED 144 307
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education. ED 144 308
- Special Health Problems**
Little Babies: Born Too Soon--Born Too Small. ED 144 325
- Specialists**
The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project. ED 143 793
- Specialization**
Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
- Special Libraries**
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations. ED 144 596
Survey of Users at the University of Oregon Map Library. ED 144 593
- Speech**
Cognitive Theory. Volume 1. ED 144 021//
Temporal Analysis of English and Spanish Narratives. ED 144 369
- Speech Communication**
Adult Responses to Child Communications. ED 143 950
Communication and Learning in Small Groups. ED 144 139//
Communication Arts Curriculum: A Model Program. Revised. ED 144 088
Communication Network Analysis Methods. ED 144 117
Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication. ED 144 125
A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures. ED 144 374
Effective Techniques for English Conversation Groups. ED 144 355//
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension. ED 144 121
The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1. ED 144 408
Language Levels in Writing and Speaking. ED 144 151
Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13. ED 144 383
Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. ED 144 405
Police Communications: Humans and Hardware. ED 144 118//
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gussii Infants and Mothers. ED 144 701
A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation. ED 144 110
Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses. ED 144 124
Transactional Communication in the Classroom. ED 144 144
Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385
The Uses of the 1976 Presidential Debates in Electoral Decision Making. ED 144 162
Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis. ED 144 113//
- Speech Curriculum**
British Union Debating: An Eclectic Approach. ED 144 146
- Speech Handicapped**
Implementation of a Speech Improvement Program at the Kindergarten Level. ED 144 271
- Speech Instruction**
Implementation of a Speech Improvement Program at the Kindergarten Level. ED 144 271
- Speech Skills**
Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. ED 144 403
- Speech Therapy**
Therapy Services. ED 144 282
- Spelling Instruction**
Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries. ED 144 004//
- Spina Bifida**
The Child with Spina Bifida. ED 144 315//
- Staff Improvement**
Developing Staff Potential. New Directions for Community Colleges, Number 19. ED 144 627
Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977. ED 144 298
Program Improvement Priorities for Vocational Education. Summary Report. ED 143 823
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 143 848
Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
Training Guide for Identifying, Meeting, and Evaluating Training Needs. ED 143 846
- Staff Meetings**
The Writing Staff as Faculty Compost Pile. ED 144 067
- Staff Utilization**
Faculty Utilization by the Community Colleges: A Report to the Washington State Legislature. Performance Audit No. 76-10. ED 144 656
- Standardized Tests**
The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation. ED 144 269
Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3. ED 144 980
The Great Debate III. Options in Education, Program #91. ED 144 238
Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores. ED 144 947
Testing and the Testing Industry: A Third View. ED 144 941
Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C. ED 144 983
- Standards**
Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely. ED 144 679//
Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation. ED 145 001
Librarians and Academic Status: A Position Paper. ED 144 585
- Standard Spoken Usage**
Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
Dialect Clash in America: Issues and Answers. ED 144 068//

Stanford Achievement Tests

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

Stanford Early School Achievement Test

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

State Agencies

Child Welfare in 25 States: An Overview.

ED 144 678

The Rodda Act--One Year Later.

ED 144 262

State Aid

Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.

ED 144 464

Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.

ED 144 500

Legislative Control of State Finance.

ED 144 234

Putting Together a Guide to Proposal Development.

ED 144 170

State Boards of Education

State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.

ED 144 632

State Colleges

Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.

ED 144 500

From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.

ED 144 446

State Federal Aid

Developments in Aging: 1976. Part 1. A Report of the Special Committee on Aging, United States Senate, Pursuant to S. Res. 373, March 1, 1976 Resolution Authorizing a Study of the Problems of the Aged and Aging Together with Minority Views. 95th Congress, 1st Session. Report No. 95-88.

ED 143 894

Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.

ED 144 698

Vocational Education on the Navajo Reservation: Present Status and Future Directions.

ED 143 886

State Government

Legislative Control of State Finance.

ED 144 234

Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975.

ED 144 735//

State Legislation

Land Use and the Legislatures: The Politics of State Innovation. Land Use Series.

ED 144 256

Operational Incentives and the Growth of Competition in the Education Sector.

ED 144 659

A Primer on Laws Important to Alaska Native Education.

ED 144 747

The Rodda Act--One Year Later.

ED 144 262

State of the Art Reviews

Bilingual Education: Current Perspectives. Volume 3: Law.

ED 144 378

Compensatory Education Services.

ED 145 061

The History Curriculum in Community Colleges.

ED 144 629

Psychological and Educational Assessment of Minority Children

A State-Of-The-Art Survey on Automatic Indexing.

ED 145 021//

ED 144 624

State Programs

Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.

ED 144 948

Change Agent in a Multicampus System.

ED 144 501

Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976.

ED 144 293

Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.

ED 144 292

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

ED 144 760

State Master Plan for Special Education in Oregon.

ED 144 289

State Master Plan for Special Education in Oregon. Summary.

ED 144 290

State School District Relationship

Administration of Compensatory Education. A Report.

ED 144 208

State Standards

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.

ED 144 922

Invisible Institution: Adult Foster Care in the U.S.A.

ED 143 937

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates.

ED 144 924

Standards for Approval of Teacher Preparation Programs in Virginia.

ED 144 923

[State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].

ED 144 925

T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.

ED 144 175

State Surveys

Child Welfare in 25 States: An Overview.

ED 144 678

College and University Admissions and Enrollment, New York State, Fall 1975.

ED 144 471

College and University Degrees Conferred, 1975-76.

ED 144 469

College and University Enrollment in New York State, Fall 1976. (Preliminary Report).

ED 144 470

Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report.

ED 144 177

Disruptive Youth: Causes and Solutions.

ED 144 199

Issue on Censorship.

ED 144 074

Kentucky Quality Education Study: 1974-75. Technical Report.

ED 144 176

Objective-Referenced Measure in Mathematics. Summary Report.

ED 144 832

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

ED 143 826

Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study.

State Universities

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

ED 144 517

From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.

ED 144 446

University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.

ED 144 425

State University of New York Albany

Annual Report of the University Libraries. June 1, 1975-May 31, 1976.

ED 144 556

Statewide Planning

Alternatives to Contemporary Exploratory Programs. Final Report.

ED 143 880

Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.

ED 144 656

Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.

ED 144 464

Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.

ED 144 454

Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975.

ED 144 452

From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.

ED 144 446

Statewide Community College Services.

ED 144 669

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.

ED 144 510

Statistical Analysis

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

ED 144 467

Communication Network Analysis Methods.

ED 144 117

The Comparability of WISC and WISC-R. Occasional Paper No. 10.

ED 144 992//

A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.

ED 144 944

Educational Research and Planning as a Career Option for a Mathematics Major.

ED 144 667

Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.

ED 144 969

[Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared.]

ED 144 949

A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.

ED 143 808

Statistical Bias

A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.

ED 144 944

Statistical Data

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

ED 144 467

Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976.

ED 144 584

Basic Student Charges 1972-73 and 1973-74.

ED 144 507

Child Abuse--A National Perspective.

- College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 295
- College and University Degrees Conferred, 1975-76. ED 144 471
- College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 469
- Digest of Education Statistics, 1976 Edition. ED 144 470
- The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices. ED 143 850
- Fall Enrollment in Higher Education, 1975. Summary Report. ED 144 451
- Statistical Measurement and Cataloging: Variables Determining Quantitative Output. ED 144 606
- Status Report of Public Broadcasting 1977. ED 144 149
- Statistical Studies**
- [Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared.] ED 144 949
- Statistics**
- Acceptance Testing--Course Readiness Measurement. ED 144 975
- Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th). ED 144 586
- Status**
- Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States. ED 144 762
- Step In Step Out Students**
- Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28. ED 144 671
- An Analysis of Step-In/Step-Out Students at Valencia Community College. ED 144 634
- Stereotypes**
- The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools. ED 145 018
- Stimulus Behavior**
- Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness. ED 143 904
- Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962
- The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation. ED 144 702
- Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli. ED 143 954
- Story Telling**
- Storytelling: Oral Interpretation in the Senior High School. ED 144 091
- Stress Variables**
- Quality of Life Impact on Mental Health Needs. ED 143 910
- The Use of Biofeedback and Relaxation Training by School Psychologists. ED 143 945
- Student Adjustment**
- Student Adaptation to High School Social Groupings and Normative Environments. ED 143 929
- Student Alienation**
- School Dropouts or Student Pushouts?: A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools. ED 143 898
- Student Attitudes**
- Affective Variables Indicating Success for Compensatory Education Projects. ED 145 004
- Attitudes toward Instructional Methods at California State College, Bakersfield. ED 144 567
- A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits. ED 143 892
- Drinking Among Rural Youth with Implications for Rural Institutional Development. ED 144 729
- Expectations of Beginning Counselors. ED 143 994
- Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement. ED 143 928
- Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976. ED 144 986
- A Multisite Evaluation of Reading Is Fundamental: Technical Report. ED 143 997
- A Multisite Evaluation of Reading Is Fundamental: Summary Report. ED 144 014
- The Politics of Test Anxiety. ED 144 959
- Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale. ED 144 009
- Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey. ED 143 933
- Work Values of University Students: An Analysis by Ethnic Groups and Sex. ED 144 849
- Student Autonomy**
- Autonomy in Education: A Research Approach. ED 144 940
- Student Behavior**
- Behavioral Definers of Reading Achievement. ED 144 036
- Creativity Checklist (CCH). ED 144 974
- The Disruptive Student and the Teacher. NEA Professional Studies Series. ED 144 931
- Disruptive Youth: Causes and Solutions. ED 144 199
- Student Centered Curriculum**
- Teaching Fundamentals of Writing: A Modest Proposal. ED 144 085
- Student Characteristics**
- Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28. ED 144 671
- California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education. ED 144 628
- Compendium of Selected Data & Characteristics, 1976-1977. ED 144 664
- Fall Enrollment in Higher Education, 1975. Summary Report. ED 144 451
- Making It In Graduate School. ED 144 492//
- National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. ED 144 989
- Personality Variables: Modal Profiles that Characterize Various Fields of Science. ED 144 780
- Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education. ED 144 453
- A Study of Engineering Students. ED 144 456
- Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976. ED 144 660
- Student College Relationship**
- The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32. ED 144 473
- The Politics of Test Anxiety. ED 144 959
- Student Contracts**
- Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials." ED 144 534
- Student Costs**
- Basic Student Charges 1972-73 and 1973-74. ED 144 507
- Medical Education and the Contemporary World. ED 144 508
- Student Development**
- Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego. ED 143 969
- Student Employment**
- An Analysis of Step-In/Step-Out Students at Valencia Community College. ED 144 634
- Student Evaluation**
- Casis Teacher Checklist: 0-4 Years. ED 144 277
- Casis Teacher Checklist: 4-7 Years. ED 144 278
- Colloquium Series on Career Education for Handicapped Adolescents. 1977. ED 143 790
- Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977. ED 144 765
- Diagnostic and Educational Services. ED 144 275
- Measuring Performance: Verifying Competencies through Observation and Judgment. ED 144 990
- PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength. ED 144 328
- A Sample Assessment of Cognitive Development in the School-Age Child. ED 143 897
- A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education. ED 144 739
- Student Evaluation of Teacher Performance**
- The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach. ED 144 551
- Student Exchange Programs**
- The Intra-European Mobility of Undergraduate Students. ED 144 455
- Student Financial Aid**
- Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee. ED 144 513
- The Impact of the Basic Grant Program on the States. ED 144 431
- Social Security Benefits for Students. Background Paper. ED 144 519
- Teaching Assistants in the New Century. ED 144 092
- Verifying Parents' Financial Information: A Guide for Financial Aid Administrators. ED 144 497

Student Government

- Improving Your Student Council.
ED 144 200

Student Grouping

- Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools.
ED 145 023//

Student Information Form

- Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen.
ED 144 458

Student Interests

- Teaching Science Fiction to Science and Technology Majors.
ED 144 048
- Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students.
ED 144 120

Student Journals

- The Meeting Ground of Creative Writing and Composition.
ED 144 057

Student Mobility

- The Intra-European Mobility of Undergraduate Students.
ED 144 455
- School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.
ED 145 033//

Student Motivation

- An Analysis of Step-In/Step-Out Students at Valencia Community College.
ED 144 634

Student Needs

- Alternative Learning Environments in the Elementary School.
ED 143 923
- The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.
ED 143 920
- Florida Assessment of Needs in Career Education.
ED 143 792
- Housing for New Types of Students. A Report.
ED 144 212
- Meeting the Educational and Occupational Planning Needs of Adults.
ED 143 885
- The Neglected Majority: Facilities for Commuting Students. A Report.
ED 144 214
- Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual.
ED 143 948

Student Opinion

- Attitudes toward Instructional Methods at California State College, Bakersfield.
ED 144 567
- "On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.
ED 144 098

Student Participation

- Improving Your Student Council.
ED 144 200

Student Personnel Programs

- The Community College Human Development Curriculum: Its Purpose and Scope.
ED 144 642

Student Personnel Services

- A Guidance Manual for the Physically Disabled Two Year College Applicant.
ED 144 648
- The Neglected Majority: Facilities for Commuting Students. A Report.
ED 144 214
- A Study of Counseling Services in Two-Year Colleges.
ED 144 635
- Verifying Parents' Financial Information: A Guide for Financial Aid Administrators
ED 144 497

Student Personnel Work

- Report of the Task Force on New Professionals. Task Force 8, Commission 1, American College Personnel Association.
ED 143 947

Student Personnel Workers

- Professional Associations for Two-Year College Student Development Staff.
ED 144 663

Student Placement

- Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach.
ED 144 263
- Designing and Implementing a Resource Room Program for Children with Special Needs.
ED 144 313
- Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.
ED 144 326
- Job Placement Services Provided by Public School Systems in the United States, 1976.
ED 143 926
- PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
ED 144 328
- Placement Tests for Golden Mountain Reading Series.
ED 144 388

Student Press Law

- [Report from the Student Press Law Center.]
ED 144 053

Student Projects

- Hillside Administration Reporting Timetabling System. HARTS II.
ED 144 535

Student Promotion

- Education Commission of the States Update VI: Minimal Competency Testing.
ED 144 961

Student Publications

- "On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.
ED 144 098
- [Report from the Student Press Law Center.]
ED 144 053

Student Reaction

- Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.
ED 143 939

Student Records

- An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.
ED 144 198
- Hillside Administration Reporting Timetabling System. HARTS II.
ED 144 535
- Voice Output for Student Information Inquiry.
ED 144 533

Student Recruitment

- Attracting Philosophy Students--I.
ED 144 651
- Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.
ED 143 786

Student Rights

- [Report from the Student Press Law Center.]
ED 144 053
- Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights.
ED 144 084
- Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C.
ED 144 983

Students

- An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.
ED 144 198

- Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.
ED 144 246

Guidelines for School Discipline.

- ED 144 247
- Social Security Benefits for Students. Background Paper.
ED 144 519
- Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus.
ED 144 461

Student School Relationship

- Designing a Positive In-School Suspension Program.
ED 144 251
- Improving Your Student Council.
ED 144 200
- Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).
ED 144 185

Student Teacher Relationship

- Developmental Studies Program: Cochise College, 1971-1977.
ED 144 638
- The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.
ED 144 927
- The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.
ED 143 920
- Individualizing Course Content in Undergraduate Education: A Contract Plan.
ED 144 563
- Intensive Education: The Impact of Time on Learning.
ED 144 195
- Pygmalion in Native-Indian Education.
ED 144 744
- Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970
- Transactional Communication in the Classroom.
ED 144 144

Study Abroad

- The Intra-European Mobility of Undergraduate Students.
ED 144 455
- Study Abroad. International Scholarships, International Courses. 1977-78, 1978-79.
ED 144 495//

Study Facilities

- Study Halls: An Educational Wasteland to an Educational Mecca.
ED 144 227

Study Guides

- Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.
ED 144 024

Study Habits

- Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement.
ED 143 928

Study Skills

- The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.
ED 144 042

Subarctic Regions

- The Indians of the Subarctic, A Critical Bibliography.
ED 144 748//

Subject Access

- Subject Access Project. Second Quarterly Progress Report.
ED 144 527

Subtraction

- An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7.
ED 144 806

Success Factors

Cognitive Predictors of College Success in Disadvantaged Students. ED 143 964

The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature. ED 143 920

Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect. ED 143 940

A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants. ED 144 982

Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies. ED 144 954

Parents Aid School Success Instructor's Manual. ED 143 906

Persistence and Achievement. ED 143 915

Successful Black Farmers: Factors in Their Achievement. ED 145 038

Title I, 1965-1975: Synthesis of the Findings of Federal Studies. ED 145 010

Types of Success in Foreign-Language Teaching: English as a Lingua Franca. ED 144 385

Student

Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education. ED 144 902

Suicide
Suicidal Fantasies and Positive/Negative Effects. ED 143 938

Summative Evaluation

Final Report of Curriculum and Development in Arts Education. ED 144 852

Summaries of Major Title I Evaluations, 1966-1976. ED 145 012

Summer Programs

A Response to the Needs of Rural Gifted and Talented Youth. ED 144 303

The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition. ED 144 196//

Summer Workshops

Communication Arts Curriculum: A Model Program. Revised. ED 144 088

Superintendent Role

The Urban Superintendent and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34. ED 144 919

Supervision

Participative Decision Making: An Annotated Bibliography. ED 143 985//

Supervisors

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

Supervisors and Peers as Information Sources and Individual Decision Making Performance. ED 143 949

Supervisory Activities

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

Supervisory Training

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel,

Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates. ED 144 924

Supervisory Skills for Geriatric Care. ED 143 776

Supreme Court Litigation

Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977). ED 144 185

Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights. ED 144 084

Surveys

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System. ED 143 871

An Assessment of Educational Needs for the Department of Wildlife Science. ED 144 781

An Assessment of Educational Needs for the Department of Civil and Environmental Engineering. ED 144 782

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs-1972 to 1974. ED 144 912

A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction. ED 144 226

How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland. ED 144 300

National Advisory Council on Child Nutrition 1976 Annual Report. ED 145 037

Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science. ED 144 528

A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C. ED 144 472

Survey of Youth Needs in Southwest Portland. Research Report No. 1. ED 145 073

Suspension

Project Student Concerns. Interim Report. ED 145 066

Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights. ED 144 084

Swahili

Swahili. An Active Introduction. General Conversation. ED 144 351

Symbols (Mathematics)

Graphics in Text: A Bibliography. Monograph No. 6. ED 144 018

Symmetry

Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children. ED 144 716

Symposia

A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation. ED 144 110

Syntax

Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children. ED 144 103

Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies. ED 144 418

The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 250

Tables (Data)

Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177

Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni. ED 144 197

Kentucky Quality Education Study: 1974-75. Technical Report. ED 144 176

The Nonpublic School and Private Philanthropy. A Report. ED 144 184

A Study of the Catholic Elementary Schools in Greater Cincinnati. ED 144 187

A Study of Thirteen Catholic High Schools in Greater Cincinnati. ED 144 186

Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076

Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392

Notes on the Acquisition of Interrogative-Word Questions. ED 144 377

Systems Analysis

Energy Conservation in Buildings--A Human Factors/Systems Viewpoint. NBS Building Science Series 88. ED 144 249

A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development. ED 144 737

Systems Approach

Faculty Development in Perspective: A Systems Concept. ED 144 444

Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques. ED 144 165

An Instructional System Design for Vocational Education. ED 143 888

The Pathways and Pitfalls to Instructional Improvement. ED 144 445

Planning for Vocational Education. ED 143 835

Systems Concepts

The Family as a Living Open System: An Emerging Conceptual Framework. ED 143 921

Systems Development

The Artists' Expertise for Communication Planning. ED 144 133

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866

The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report. ED 143 843

Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques. ED 144 165

Maintenance and Development of the California Manpower Management Information System. Final Report. ED 143 881

Tables (Data)

Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177

Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni. ED 144 197

Kentucky Quality Education Study: 1974-75. Technical Report. ED 144 176

The Nonpublic School and Private Philanthropy. A Report. ED 144 184

A Study of the Catholic Elementary Schools in Greater Cincinnati. ED 144 187

A Study of Thirteen Catholic High Schools in Greater Cincinnati. ED 144 186

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3). ED 144 182

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 144 250

- Tagalog**
Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Talent Development**
Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
- Talented Students**
A Response to the Needs of Rural Gifted and Talented Youth. ED 144 303
- Talent Identification**
Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect. ED 143 940
Social Interaction and Creativity in Communication System. Coding Manual. ED 144 973//
- Tales**
Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 381
- Tanzania**
Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania. ED 144 206
Participation and Education in Tanzania. IDS Discussion Paper No. 86. ED 144 173
- Tape Recordings**
Experience Teachers! Kit #5: Tapes Teach. ED 144 309
- Task Analysis**
Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//
Librarianship and Information Work: Job Characteristics and Staffing Needs. ED 144 581
Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development. ED 143 807
- Task Performance**
Attributional Self-Selection and the Implications for the Individualization of Education. ED 143 902
Effects of Sex of Children and Experimenters on Social Facilitation. ED 143 971
Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report. ED 143 982//
Maximizing the Effective Use of School Time by Teachers and Students. ED 144 932
Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program. ED 144 291
Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932
- Taxonomy of Educational Objectives**
The Affective Goals of Continuing Education. ED 144 101
- Teacher Administrator Relationship**
Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636
Clark Technical College Adjunct Faculty Handbook. ED 144 647
- Teacher Aides**
Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967
- Teacher Associations**
Dialogue. Career Education Mini-Conferences for Associations. Final Report. ED 143 833
- The Great Debate III. Options in Education, Program #91. ED 144 238
- Teacher Attitudes**
Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results. ED 144 948
Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education. ED 143 849
Attitudes toward Instructional Methods at California State College, Bakersfield. ED 144 567
A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates. ED 144 626
Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177
The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students. ED 144 318
Pygmalion in Native-Indian Education. ED 144 744
Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama. ED 143 822
Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779
Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study. ED 144 233
- Teacher Behavior**
Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967
Pygmalion in Native-Indian Education. ED 144 744
- Teacher Certification**
Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions. ED 144 922
Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificateds. ED 144 924
Standards for Approval of Teacher Preparation Programs in Virginia. ED 144 923
- Teacher Characteristics**
Personality Variables: Modal Profiles that Characterize Various Fields of Science. ED 144 780
- Teacher Developed Materials**
Creative Games for Learning: Games for Parents and Teachers to Make. ED 144 302//
A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
Man in His World. ED 144 790
Teacher Made Materials. ED 144 265
- Teacher Dismissal**
Academic Freedom and Academic Tenure ED 144 475
- Teacher Education**
An Annotated Bibliography on Movement Education. ED 144 936
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report. ED 144 329
- A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/ English). ED 144 373
High/Scope Educational Research Foundation. Report 1975-76. ED 144 530
A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report. ED 143 878
Standards for Approval of Teacher Preparation Programs in Virginia. ED 144 923
[State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions]. ED 144 925
Talks with Teachers: Reflections on Early Childhood Education. ED 144 703//
Teachers for Rural America - Are They Recognized and Prepared? ED 144 732
- Teacher Education Curriculum**
Psycholinguistics and the Reading Language Arts Teacher: A Time for Learning. ED 143 999
- Teacher Evaluation**
An Approach to the Definition and Measurement of Teacher Competency. ED 144 952
- Teacher Improvement**
Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study. ED 144 981
Facilitating Student Learning. J.W. Brister Library Monograph Series 5. ED 144 487
Faculty Evaluation in an Accountable World: How Do You Do It? ED 144 442
Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1. ED 144 209
- Teacher Militancy**
Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island. ED 144 463
What Every Taxpayer Should Know About Collective Bargaining. ED 144 260//
- Teacher Morale**
Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama. ED 143 822
- Teacher Motivation**
Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report. ED 144 943
- Teacher Orientation**
The Administration of Outdoor Education Programs. ED 144 777//
- Teacher Participation**
Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1. ED 144 209
- Teacher Qualifications**
An Approach to the Definition and Measurement of Teacher Competency. ED 144 952
Competencies of Foreign Language Teachers. ED 144 386
A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines. ED 144 331

Teacher Responsibility

All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills.

ED 144 090

Clark Technical College Adjunct Faculty Handbook.

ED 144 647

Curriculum Overload—Its Effect on Teaching the Basic Skills. Technical Report.

ED 144 177

Teachers of Composition and Needed Research in Discourse Theory.

ED 144 063

Teacher Role

A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.

ED 144 317

Alcohol Education: A Teacher's Curriculum Guide for Grades K-6.

ED 143 959

An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher.

ED 144 337

The Disruptive Student and the Teacher. NEA Professional Studies Series.

ED 144 931

How to Survive in Consumer Education.

ED 143 812

Itinerant Teachers of the Hearing Impaired: What Do They Really Do?

ED 144 273

Measuring Performance: Verifying Competencies through Observation and Judgment.

ED 144 990

Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program.

ED 144 291

Oakie Lucy: On Community Involvement. Instructional Module IV.

ED 144 696

Questions English Teachers Ask.

ED 144 107//

South Carolina D.E. Teacher-Coordinator Operational Handbook.

ED 143 865

Teachers of Composition and Needed Research in Discourse Theory.

ED 144 063

Transactional Communication in the Classroom.

ED 144 144

Teachers

In Defense of the Status Quo.

ED 144 059

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

ED 144 967

Teacher Salaries

Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.

ED 144 938

Teacher Selection

The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach.

ED 144 551

Teacher Strikes

Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island.

ED 144 463

Teacher Utilization

Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.

ED 144 656

Teacher Welfare

Issue on Censorship.

ED 144 074

Teacher Workshops

A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English).

Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition.

ED 144 799

How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition.

ED 143 777

The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door.

ED 144 630

Teaching

The Ethics of Teaching and Scientific Research.

ED 144 493//

Methods for Maximizing the Validity of Experiments on Teaching.

ED 144 979

Teaching Assistants

The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32.

ED 144 737

Teaching Assistants in the New Century.

ED 144 092

Teaching Guides

Environmental Education for Teachers and Resource People.

ED 144 794

Films for Childhood Educators.

ED 144 574

Insects. Hawaii Nature Study Project.

ED 144 845

Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin.

ED 144 824

Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).

ED 144 791

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition.

ED 144 833

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition.

ED 144 834

Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition.

ED 144 835

Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition.

ED 144 836

Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition.

ED 144 837

Parts of Plants. Hawaii Nature Study Project.

ED 144 846

Reef and Shore. Hawaii Nature Study Project.

ED 144 847

Safety Belt Activity Book: A Guide for Teachers of Grades K-6.

ED 144 844

A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12.

ED 144 319

Very Short Course in Mathematics for Parents.

ED 144 793

Wausau District Public Schools Outdoor Education Camp Director's Manual.

ED 144 825

Teaching Load

An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College.

ED 144 633

Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.

ED 144 656

Teaching Methods

Alternative Learning Environments in the Elementary School.

ED 143 923

Attitudes toward Instructional Methods at California State College, Bakersfield.

A Bibliography of Resources for Beginning Teachers of Technical Writing.

ED 144 066

Diagnostic and Educational Services.

ED 144 275

Effective Techniques for English Conversation Groups.

ED 144 355//

Fantasy in Literature.

ED 144 097

A Flexible, Multi-Skill Approach to Communication in Elementary Romanian.

ED 144 365

Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1.

ED 144 401

Health Instruction: An Action Approach.

ED 144 929//

Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else.

ED 144 019

Language and Bilingual Education.

ED 144 382

The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.

ED 144 400

Learning Disabilities: An Interdisciplinary Perspective.

ED 144 323

Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses.

ED 144 662

Persistence and Achievement.

ED 143 915

Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.

ED 144 717

Potpourri of Foreign Language Aids, Vol. 3.

ED 144 416

Precision Teaching in the Elementary Classroom.

ED 144 005

Recipe for Reading. Second Edition, Revised and Expanded.

ED 144 028//

Role Playing: Uses and Abuses in Teaching Sociology.

ED 144 918

Selection and Evaluation of Alternative Teaching Methods in Higher Education.

ED 144 587

A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973.

ED 144 654

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

Values Concepts and Techniques.

ED 144 904//

Values Education. Developments in Classroom Instruction.

ED 144 853//

Teaching Models

Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else.

ED 144 019

Teaching Procedures

Prime Time School Television.

ED 144 565

Teaching Quality

Faculty Evaluation in an Accountable World: How Do You Do It?

ED 144 442

Teaching Skills

Competencies of Foreign Language Teachers.

ED 144 386

Developing Performance Objectives for the Social Studies.

ED 144 911

Evaluating the Geography Curriculum. Geography for Teachers Series.

ED 144 905//

Language and Bilingual Education.

ED 144 382

Teaching Styles

Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner.

ED 143 896

Teaching Techniques

Autonomy In Education: A Research Approach.

ED 144 940

Boys in Primary School.

ED 144 714

British Union Debating: An Eclectic Approach.

ED 144 146

Case Grammar and the Elementary School Language Arts Curriculum?

ED 144 075

Classroom Practice in Reading.

ED 144 013

Composition Topics that Fructify.

ED 144 093

Cooperative Skill Development in Equal Status Small Groups.

ED 143 966

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

ED 144 045

Do-It-Yourself Kit for Individualized and Independent Learning.

ED 144 525

Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics.

ED 144 860

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.

ED 144 043

Film: Interdisciplinary Approaches to Theory and Teaching, Part Two.

ED 144 112

I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.

ED 144 083//

Instructional Strategies for Teaching Writing.

ED 144 077

Instructor's Handbook for Adult Basic Education.

ED 143 769

Inventing and Playing Games in the English Classroom: A Handbook for Teachers.

ED 144 065

"Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors.

ED 144 106

Persistence and Achievement.

ED 143 915

Piaget and Educational Policy.

ED 144 710

Program Residuals, or Did They Throw Out the Baby with the Bath?

ED 144 257

The Psychology of Learning: Theory and Applications for Educators.

ED 143 889

Sport in the Composition Class.

ED 144 094

Storytelling: Oral Interpretation in the Senior High School.

ED 144 091

Teaching a Course on the Informational Film.

ED 144 161

Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.

ED 144 008//

Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978.

ED 144 105

The Use of Computers in Simulations.

ED 144 538

Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.

ED 144 024

Values Concepts and Techniques.

ED 144 904//

Values Education. Developments in Classroom Instruction.

ED 144 853//

Writing.

ED 144 061

Team Administration

School Management Teams: Their Structure, Function, and Operation. ERS Monograph.

ED 144 230//

Team Teaching

Alternative Learning Environments in the Elementary School.

ED 143 923

Library Instruction and Team Teaching.

ED 144 604

Teamwork

A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines.

ED 144 331

School Management Teams: Their Structure, Function, and Operation. ERS Monograph.

ED 144 230//

Technical Assistance

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.

ED 144 981

Technical Institutes

Clark Technical College Adjunct Faculty Handbook.

ED 144 647

Technical Reports

Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976.

ED 144 561

Technical Writing

A Bibliography of Resources for Beginning Teachers of Technical Writing.

ED 144 066

Cognitive-Field Implications for the Teaching of Technical Writing.

ED 144 078

The Design of Career Education Evaluations in 1975-76.

ED 143 852

Gobbledygook Has Gotta Go.

ED 144 073

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System.

ED 143 874

A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised.

ED 143 782

Technological Advancement

Development of Education in Qatar (1975/76 and 1976/77).

ED 144 887

Future Review of CAI and the Coming of Videodisk Technology.

ED 144 526

Technology

Rhetoric of Art and Technology in Latin America.

ED 144 132

Solar Energy in America's Future, A Preliminary Assessment.

ED 144 828

Technology Transfer

A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.

ED 144 827

University Relationships with Other R&D Performers.

ED 144 468

Teenagers

Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).

ED 144 689

Education for Parenthood: All About Children.

ED 144 687

Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition).

ED 144 687

Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition).

ED 144 682

Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition).

ED 144 690

Survey of Youth Needs in Southwest Portland. Research Report No. 1.

ED 145 073

Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide.

ED 144 693

Youth in Educational Service: Education for Parenthood.

ED 144 683

Telecommunication

The Artists' Expertise for Communication Planning.

ED 144 133

Communication Delivery Services in Developing Nations.

ED 144 129

Communications--Getting the Act Together.

ED 144 562

Communications Policies and Structures.

ED 144 128

Current Work on Telecommunications Policies and Structures.

ED 144 134

Major Issues of the World Administrative Radio Conference 1979.

ED 144 127

Refocusing Government-Communications Policy.

ED 144 137

TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.

ED 144 537

[Theme Issue: Communications Satellites.]

ED 144 147

Telephone Communication Systems

Career Transitions: The Demand for Counseling. Volume 2.

ED 143 992

Television

The Artists' Expertise for Communication Planning.

ED 144 133

The Effects of Newspaper-Television Cross-Ownership on News Homogeneity.

ED 144 054//

Issues and Images: Confessions of a Conference Organizer.

ED 144 126

Monkey See, Monkey Do.

ED 144 541

Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977.

ED 144 414

Window Dressing on the Set: Women and Minorities in Television

ED 144 115

Television Curriculum

Prime Time School Television.

ED 144 565

Television Research

Blacks' Attitudes and Behaviors Toward Television.

ED 145 041

Public Television Programming by Category: 1976.

ED 144 148

Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students.

ED 144 120

Television Surveys

Public Television Programming by Category: 1976.

ED 144 148

Television Teachers

The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach.

ED 144 551

290 Subject Index

Television Viewing

- Blacks' Attitudes and Behaviors Toward Television. ED 145 041
 Monkey See, Monkey Do. ED 144 541
 Prime Time School Television. ED 144 565
 Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students. ED 144 120

Tennessee

- Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study. ED 144 233

Tennessee (Nashville)

- School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights. ED 145 050

Tenure

- Affirmative Action in Employment in Higher Education. ED 144 518
 The Great Debate III. Options in Education, Program #91. ED 144 238

Test Anxiety

- The Politics of Test Anxiety. ED 144 959

Test Bias

- Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1. ED 144 407
 Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1. ED 144 409
 Testing and the Testing Industry: A Third View. ED 144 941
 Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C. ED 144 983

Test Construction

- Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976. ED 144 996
 Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children. ED 144 103
 Computer Assisted Test Construction in the BYU Library School. ED 144 602
 Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407. ED 144 958
 Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//
 Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977. ED 145 000
 Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School. ED 144 988
 Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I. ED 144 823
 Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998

Testing

- 1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800

Computer Assisted Test Construction in the BYU Library School. ED 144 602

Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1. ED 144 417

Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803

Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977. ED 144 991

A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962

Testing Problems

- Testing and the Testing Industry: A Third View. ED 144 941
 Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C. ED 144 983

Testing Programs

- Tailoring A Testing Program to the Needs of Varied Users. ED 144 951
 Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997
 Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998

Test Interpretation

- Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1. ED 144 409

Test Items

- Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3. ED 144 999
 Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407. ED 144 958
 Predictive Validity of Short Form Placement Tests under Two Scoring Systems. ED 144 950

Test Length

- Predictive Validity of Short Form Placement Tests under Two Scoring Systems. ED 144 950

Test of Free Enterprise Understanding (Armstrong)

- Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise. ED 144 993

Test Reliability

- An Approach to the Definition and Measurement of Teacher Competency. ED 144 952
 Measuring Perceptions of Aging Across Social Strata. ED 143 955
 Suggestive Data Concerning the Stability of the McCarthy Scales. ED 144 968

Test Results

- Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976. ED 144 994
 The Comparability of WISC and WISC-R. Occasional Paper No. 10. ED 144 992//

Development in Judging Moral Issues--A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3. ED 144 980

Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53. ED 143 946

Objective-Referenced Measure in Mathematics. Summary Report. ED 144 832

Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training. ED 145 029

Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores. ED 144 947

Test Reviews

- Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410

Tests

- Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801
 The Politics of Test Anxiety. ED 144 959
 Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two. ED 144 813
 A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory. ED 144 819

Test Selection

- Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410

Test Validity

- An Approach to the Definition and Measurement of Teacher Competency. ED 144 952
 Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
 The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze. ED 144 957
 Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977. ED 144 991
 How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1. ED 144 394
 Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1. ED 144 405
 Measuring Sex Role Development: A Comparison of Two Methods. ED 144 985
 Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1. ED 144 409
 Predictive Validity of Short Form Placement Tests under Two Scoring Systems. ED 144 950
 Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1. ED 144 398

Texas

- Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs. ED 144 698
 School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth. ED 145 033//
 A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education.

- ED 144 739
- Texas (Austin)**
Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look. ED 145 024//
- Texas (Corpus Christi)**
School Desegregation in Corpus Christi, Texas. ED 145 070
- Textbook Bias**
The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools. ED 145 018
- Textbook Content**
The Content of Organizational Communication. ED 144 123
The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools. ED 145 018
- Textbook Evaluation**
Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts. ED 144 341
- Textbooks**
Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts. ED 144 341
Leisure and Recreation: Introduction and Overview. ED 144 933//
Lessons in Colloquial Hindustani for Fiji. ED 144 353
Speaking Kampampangan. PALI Language Texts: Philippines. ED 144 357//
Spoken Chad Arabic. ED 144 356
Swahili. An Active Introduction. General Conversation. ED 144 351
Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Thailand**
Educational Development in Thailand (1974-1976). ED 144 891
- Theater Arts**
ACUCA Handbook. Presenting the Performing Arts. ED 144 424//
"Cheap is Beautiful": The Role of Political Analysis in Theatre Making. ED 144 145
Communication Arts Curriculum: A Model Program. Revised. ED 144 088
Student Evaluation of Co-Curricular Production Activity. ED 144 159
A Survey of Theatre in American Secondary Schools. ED 144 156
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama. ED 144 114
- Theaters**
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama. ED 144 114
- Theories**
An Aesthetic Theory of School Vandalism. Discussion Papers 419. ED 145 036
The Self Concept: Mini, Maxi, Multi? ED 143 934
- Therapists**
Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
- Therapy**
Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//
- Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719
Therapy Services. ED 144 282
- Thorough and Efficient Education**
T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education. ED 144 175
- Thought Processes**
The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project. ED 143 793
Fantasy in Literature. ED 144 097
- Time**
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Time Blocks**
Maximizing the Effective Use of School Time by Teachers and Students. ED 144 932
- Time Factors (Learning)**
Intensive Education: The Impact of Time on Learning. ED 144 195
Maximizing the Effective Use of School Time by Teachers and Students. ED 144 932
The Simultaneous Acquisition of Multiple Memories. ED 144 044
- Tlingits**
The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aance.... ED 144 915
- Tooele School District UT**
Chicano Students and Tooele Schools: A Descriptive Research Report. ED 144 733
- Toys**
Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children. ED 144 283
- Traffic Signs**
Driving in Spanish for American Tourists. ED 144 367
- Trails**
Colorado Outdoor Education Center Teacher's Field Guide. ED 144 764//
- Training**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976. ED 144 745
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Training Objectives**
Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report. ED 144 758
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Training Techniques**
Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies. ED 144 926
- Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III).** ED 144 192
Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report. ED 144 758
- Transfer of Training**
Cognitive Elaboration Learning Strategies. ED 144 953
Experience and Transfer: Steps to Cognitive Thinking in Young Children. ED 144 675
Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 192
Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 191
Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193
Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190
- Transfers**
Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21. ED 144 225
- Transfer Students**
Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. ED 144 661
A Study of Engineering Students. ED 144 456
A Survey of Queensborough Community College Alumni: 1962-1974. ED 144 649
- Transformations (Language)**
Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Translation**
Literature in Translation: Meeting the Challenges. ED 144 391
- Transportation**
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4. ED 144 244
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6. ED 144 245
- Travel**
ACUCA Handbook. Presenting the Performing Arts. ED 144 424//
- Trend Analysis**
Annual Review of Sociology, Volume 3, 1977. ED 144 906//
- Tribes**
The Navajos, A Critical Bibliography. ED 144 751//
The Ojibwas, A Critical Bibliography. ED 144 749//
- Trustees**
About Administration and Governance. ED 144 631
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35. ED 144 514
Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees. ED 144 595
Regents Program Priorities for Fiscal Year 1978-79. ED 144 163
- Tuition**
Basic Student Charges 1972-73 and 1973-74.

- ED 144 507
- Turkey**
Educational Activities in Turkey (1974/1975-1975/1976). ED 144 897
- Tutorial Programs**
Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills. ED 144 087
- Undergraduate Students**
Acceptance Testing--Course Readiness Measurement. ED 144 975
College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 471
College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 470
Teaching Science Fiction to Science and Technology Majors. ED 144 048
- UNESCO**
New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV. ED 144 829
New Trends in Physics Teaching, Volume III (1976). ED 144 815
- Unions**
The Great Debate III. Options in Education, Program #91. ED 144 238
Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations. ED 144 215//
Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island. ED 144 463
Union Rights. ED 144 465
- United States**
Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States. ED 144 762
- United States (Southwest)**
Implications of Change in Mexican American Families. ED 144 726
- United States History**
The Indians of California, A Critical Bibliography. ED 144 750//
The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper. ED 144 482
- Unit Plan**
Exploring the Applied Arts. Publication No. 0041. ED 143 798
- Units of Study**
Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade. ED 143 803
- Universities**
The Academic Administration of Research: A Descriptive Analysis. ED 144 506
An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria. ED 143 774
Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look. ED 145 024//
European Universities--The Unfinished Revolution. Yale Higher Education Program Working Paper. ED 144 485
- Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper. ED 144 481
Problems of Social Science Research at Smaller Canadian Universities. ED 144 441
Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976. ED 144 429
The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper. ED 144 483
The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper. ED 144 486
- University Administration**
The Need for Institutional Planning. ER-IC/Higher Education Research Currents. ED 144 511
University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper. ED 144 488
Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis. ED 144 113//
Western Michigan University Program Review System. Initial Design. ED 144 536
- University Libraries**
Annual Report of the University Libraries. June 1, 1975-May 31, 1976. ED 144 556
Approval Plans and Academic Libraries: An Interpretive Survey. ED 144 577//
An Examination of the Bibliographic Control Devices of the Library of American Civilization. ED 144 591
Lawrence University's Library Service Enhancement Program: A Report on the Planning Year. ED 144 576
A Study of the Potential for Sharing Education Periodicals among the Southern UC Campuses. ED 144 522
- University of California Los Angeles**
Faculty Development in Perspective: A Systems Concept. ED 144 444
The Pathways and Pitfalls to Instructional Improvement. ED 144 445
A View from the Top Looking Sideways: Professional Schools and Professional Development. ED 144 443
- University of Hamburg (West Germany)**
University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper. ED 144 488
- University of Kentucky Community College System**
Compendium of Selected Data & Characteristics, 1976-1977. ED 144 664
- University of Nevada**
University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget. ED 144 425
- University of South Florida**
A Study of Engineering Students. ED 144 456
- Unwed Mothers**
Tender Loving Care: A Program Prepared for Mother-Baby and Maternity Centers of the Salvation Army. Leader's Guide. ED 144 693
- Upper Great Lakes Region**
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774
- Upward Bound**
A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants. ED 144 982
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program. ED 144 430
- Urban Areas**
Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788. ED 145 039
Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53, Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs. ED 144 759
- Urban Population**
The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility. ED 144 725
- Urban Schools**
Report: Discipline In Our Big City Schools. ED 144 210//
- Urban to Rural Migration**
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes. ED 144 774
The Reversal in Migration Patterns -- Some Rural Development Consequences. ED 144 743
- Urban Youth**
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide. ED 144 692
- Urdu**
Lessons in Colloquial Hindustani for Fiji. ED 144 353
- Use Studies**
Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration. ED 144 570
Station Occupancy Study of Seventeen Learning Resource Centers. ED 144 532
A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah. ED 144 608
Survey of Users at the University of Oregon Map Library. ED 144 593
Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library. ED 144 597
- Utah**
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973. ED 144 746
- Utah (Ogden)**
School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights. ED 145 043
- Utah State University**
An Assessment of Educational Needs for the Department of Wildlife Science. ED 144 781
An Assessment of Educational Needs for the Department of Civil and Environmental Engineering. ED 144 782
- Validity**
Legal Questions of the Application of Microfilms. ED 144 625

- Methods for Maximizing the Validity of Experiments on Teaching. ED 144 979
 A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education. ED 144 739

Values

- A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues. ED 144 917
 Moral Development and Ethical Decision-Making: Theory and Faddism. ED 144 868
 Values Concepts and Techniques. ED 144 904//
 Values Education. Developments in Classroom Instruction. ED 144 853//
 Work Values of University Students: An Analysis by Ethnic Groups and Sex. ED 144 849

Values Education

- Values Concepts and Techniques. ED 144 904//
 Values Education. Developments in Classroom Instruction. ED 144 853//

Venereal Diseases

- Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease. ED 143 973
 Venereal Disease. Consumer Health Education. ED 143 815

Ventura Community College District CA

- Affirmative Action Policy and Program Manual. [Revised] ED 144 645

Verbal Ability

- Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3. ED 144 999
 Response Generation Norms for Verbal Analogies. ED 144 046

Verbal Communication

- Family Interaction in Early Adolescence. ED 143 925
 Role Perception and Use of Persuasion Strategies by Children. ED 143 979
 Social Interaction and Creativity in Communication System. Coding Manual. ED 144 973//
 Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1. ED 144 970

Verbal Learning

- The Simultaneous Acquisition of Multiple Memories. ED 144 044

Verbal Stimuli

- The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project. ED 143 793

Verbal Tests

- Measuring Sex Role Development: A Comparison of Two Methods. ED 144 985

Verbs

- The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 376

Veterans

- Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922

Video Art

- Rhetoric of Art and Technology in Latin America. ED 144 132

Video Cassette Systems

- A Video Handbook for Libraries: A Look at What Milwaukee Has Done. ED 144 555

Video Equipment

- Future Review of CAI and the Coming of Videodisk Technology. ED 144 526

Video Tape Recordings

- Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report. ED 144 140
 A Video Handbook for Libraries: A Look at What Milwaukee Has Done. ED 144 555

Vietnamese

- Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1. ED 144 407

Violence

- An Aesthetic Theory of School Vandalism. Discussion Papers 419. ED 145 036
 Monkey See, Monkey Do. ED 144 541

Virginia

- Alternatives to Contemporary Exploratory Programs. Final Report. ED 143 880
 Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions. ED 144 922
 Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates. ED 144 924
 Standards for Approval of Teacher Preparation Programs in Virginia. ED 144 923

Virginia (Roanoke)

- A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report. ED 143 879

Visual Arts

- Rhetoric of Art and Technology in Latin America. ED 144 132

Visual Discrimination

- Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children. ED 144 716

Visual Environment

- Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2. ED 144 255

Visual Learning

- The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report. ED 143 998

Visual Literacy

- The Historic Context for Visual Literacy: Walter Smith and Others. ED 144 027

Visually Handicapped

- Development of Prevocational Training for Deaf/Blind. ED 143 821

Visual Perception

- Graphics in Text: A Bibliography. Monograph No. 6. ED 144 018
 Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children. ED 144 716

Vocabulary

- Driving in Spanish for American Tourists. ED 144 367
 The Influence of Sentence Type upon Paraphrase Strategy in Children. ED 144 420
 The Lasting Properties of Word-Counts. ED 143 882

- Lexique Mandingue-Francais (Mandinka-French Lexicon). ED 144 116//

- Reverse Dictionary of Modern German. ED 144 352
 A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419

Vocational Aptitude

- Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976. ED 144 996
 Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977. ED 145 000

Vocational Counseling

- Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873
 Colloquium Series on Career Education for Handicapped Adolescents. 1977. ED 143 790
 Educational Opportunities in the United States Army. ED 143 916
 A Guide for Counselor Involvement in Pre-Employment and Placement Activities. ED 143 801
 Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//

Vocational Development

- Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873
 Career Education through the Church. ED 143 797
 Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977. ED 143 887
 Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego. ED 143 969
 Education and Career Development: An Empirical Basis for Policy Formulation. ED 143 789
 A Guide for Counselor Involvement in Pre-Employment and Placement Activities. ED 143 801
 Health Occupations. Nursing Assistant. ED 143 779
 Meeting the Educational and Occupational Planning Needs of Adults. ED 143 885
 A Model to Implement Career Education. ED 143 817
 Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. ED 143 829
 Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440

Vocational Education

- Alternatives to Contemporary Exploratory Programs. Final Report. ED 143 880
 Bradford School Study. ED 144 189
 California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education. ED 144 628
 Career Education in the Community College: An Evolving Concept. ED 144 641
 Data Element Dictionary for Vocational Education. ED 143 842

- Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II) 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
- The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report. ED 143 843
- Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report. ED 144 943
- District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75. ED 143 813
- Expanding Options for Handicapped Persons Receiving Vocational Education. ED 144 334
- A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report. ED 143 879
- A Guidance Manual for the Physically Disabled Two Year College Applicant. ED 144 648
- Implementing Long-Range Planning for Vocational Education. ED 143 837
- An Instructional System Design for Vocational Education. ED 143 888
- Maintenance and Development of the California Manpower Management Information System. Final Report. ED 143 881
- The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students. ED 143 859
- A Ph.D. Program for Vocational Education. ED 143 841
- Planning for Vocational Education. ED 143 835
- Planning for Vocational Education: A Selected Bibliography. ED 143 840
- Policy Information System Computer Program. ED 143 839
- A Policy Information System for Vocational Education. ED 143 834
- Preliminary Long-Range Planning Model. ED 143 836
- Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped. ED 144 338
- Program Improvement Priorities for Vocational Education. Summary Report. ED 143 823
- Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 143 848
- Vocational Education on the Navajo Reservation: Present Status and Future Directions. ED 143 886
- Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975. ED 143 882
- Vocational Education Summary Planning Program. ED 143 838
- Vocational Education Teachers**
- A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report. ED 143 878
- Relationships between the Moral and Change Orientation of Vocational Education Teachers in Alabama. ED 143 822
- Vocational Followup**
- A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report. ED 143 879
- Initial Job Placement for JCCC Career Students, Classes of 1973-1976. ED 144 666
- A Survey of Queensborough Community College Alumni: 1962-1974. ED 144 649
- Vocational High Schools**
- Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report. ED 143 786
- Vocational Interests**
- Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53. ED 143 946
- Vocational Retraining**
- A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report. ED 143 878
- Vocational Schools**
- Personality and Academic Achievement in Three Educational Levels. ED 143 907
- Voice Synthesizers**
- Voice Output for Student Information Inquiry. ED 144 533
- Volunteers**
- An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12. ED 144 380
- Volunteer Training**
- An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12. ED 144 380
- Voting**
- A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- The Uses of the 1976 Presidential Debates in Electoral Decision Making. ED 144 162
- Wages**
- Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report. ED 143 800
- Washington (Seattle)**
- A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975. ED 145 014
- Wechsler Intelligence Scale for Children**
- The Comparability of WISC and WISC-R. Occasional Paper No. 10. ED 144 992//
- Wechsler Intelligence Scale for Children Revised**
- The Comparability of WISC and WISC-R. Occasional Paper No. 10. ED 144 992//
- Welfare Agencies**
- Child Welfare in 25 States: An Overview. ED 144 678
- West African Examinations Council**
- Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997
- Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998
- West Germany**
- Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper. ED 144 478
- Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany. ED 144 895
- West Virginia**
- Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report. ED 143 786
- West Virginia (Raleigh County)**
- School Desegregation in Raleigh County, West Virginia. ED 145 071
- Wildlife Management**
- An Assessment of Educational Needs for the Department of Wildlife Science. ED 144 781
- William Rainey Harper College IL**
- Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636
- Wisconsin**
- Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142. ED 144 223
- Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446. ED 144 224
- Wisconsin (Milwaukee)**
- A Video Handbook for Libraries: A Look at What Milwaukee Has Done. ED 144 555
- Wisconsin (Racine)**
- School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights. ED 145 055
- Wisconsin Administrative Practice Scale**
- [Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.] ED 144 945
- Wisconsin Occupational Information System**
- Wisconsin Occupational Information System. Annual Progress Report. ED 144 580
- Withdrawal**
- National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. ED 144 989
- Womens Athletics**
- Skiing, October 1977-October 1978. NAGWS Rules. ED 144 939
- Womens Education**
- An Exploratory Study of Women in the Health Professions Schools. Executive Summary. ED 144 432
- An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations. ED 144 433
- An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine. ED 144 434
- An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine. ED 144 435
- An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry. ED 144 436
- An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health. ED 144 437
- An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography. ED 144 438
- Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899

Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440

Womens Studies

Oracle or Monacle: Research Concerning Attitudes Toward Feminism. ED 143 991//

Word Frequency

The Lasting Properties of Word-Counts. ED 144 116//
Reverse Dictionary of Modern German. ED 144 393
A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419

Word Lists

Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301. ED 144 350
Reverse Dictionary of Modern German. ED 144 393

Word Recognition

Cognitive Theory. Volume 2. ED 144 022//
Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54. ED 144 043

Work Attitudes

Authoritarianism and Attitudes Toward Working Wives. ED 143 951
Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970
Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
Supervisors and Peers as Information Sources and Individual Decision Making Performance. ED 143 949
The Work Ethic in Career Education Materials. ED 143 778

Work Environment

Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
Middle-Aged Job-Losers. ED 143 864

Work Ethic

The Work Ethic in Career Education Materials. ED 143 778

Work Experience

Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53. ED 143 946

Work Experience Programs

Cooperative Education: A Perspective. An Occasional Report on Innovation. ED 144 504
NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report. ED 143 775

Work Incentive Program

The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test. ED 143 863

Working Women

Authoritarianism and Attitudes Toward Working Wives. ED 143 951
A Comparison of the Processes of Earning

Achievement of Black and White Married Females. ED 143 890

Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706. ED 144 761

Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report. ED 143 884

Workshops

Across the Great Divide: Teachers and Administrators Interpret Research Findings. ED 144 180
Career Education: The Kentucky Valley Education Cooperative Approach. ED 143 795
Evaluation Techniques for School Library/Media Programs. A Work Shop Outline. ED 144 617

Work Simplification

Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//

World Administrative Radio Conference

Major Issues of the World Administrative Radio Conference 1979. ED 144 127

World Affairs

The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs. ED 144 903

World Congress of Rural Sociology (4th)

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3. ED 144 772
Rural Family Development: A Delivery System for Social Programs. ED 144 755

World Problems

Spreading Deserts--The Hand of Man. World-watch Paper 13. ED 144 861

Writing

Language Levels in Writing and Speaking. ED 144 151
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
Writer's Research Handbook: The Research Bible for Freelance Writers. ED 144 081//

Writing Exercises

Instructional Strategies for Teaching Writing. ED 144 077
Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13. ED 144 381

Writing Skills

The Development of Writing Abilities (11-18). ED 144 049//
Gobbledygook Has Gotta Go. ED 144 073
The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060

Supplemental Learning Activity Package. Secondary. Language Arts--Writing. Volume III. ED 143 780

The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01). ED 144 655

Written Language

Analyses of Differences between Written and Oral Language. Technical Report No. 29. ED 144 038
The Development of Writing Abilities (11-18). ED 144 049//
Freshman Speech, Freshman Writing: A Linguistic Comparison. ED 144 099
A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419

Yale University

Research at Yale in Natural Language Processing. Research Report #84. ED 144 560

Yale University CT

Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper. ED 144 481

Year Round Schools

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 144 250

Young Adults

Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970
Suicidal Fantasies and Positive/Negative Effects. ED 143 938

Youth

Bridges to Work: International Comparison of Transition Services. ED 143 853
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. ED 143 829
Psychology Problem Classification for Children and Youth. ED 143 974

Youth Employment

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress. ED 143 857

Youth Employment and Demonstration

Projects Act

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress. ED 143 857

Youth Leaders

Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. ED 144 695

Youth Problems

Survey of Youth Needs in Southwest Portland. Research Report No. 1. ED 145 073

Author Index

297

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Author ——— **Norberg, Kenneth D.**

Title ————— **Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writing and Research Findings, Final Report.**

Accession Number

ED 013 371

Abbott, Carol
Survey of Users at the University of Oregon
Map Library.
ED 144 593

Aboubakr, Yehia
News Values and Socio-Economic Priorities.
ED 144 131

Abraham, A. A.
Cooperative Biographical Norms for the Fall
1976 FAMU and National Freshmen.
ED 144 458

Abrahamson, Richard F.
Storytelling: Oral Interpretation in the Senior
High School.
ED 144 091

Abu, Samir
Spoken Chad Arabic.
ED 144 356

Ackerman, Jerrold
The Effects of the Strength and Number of
Visual Mediators in the Learning Process. Final
Report.
ED 143 998

Adams, Kay A.
Manual for Writing Behavioral Objectives.
Research & Development Series No. 119-H.
Career Planning Support System.
ED 143 874
Writing Behavioral Objectives. A Procedural
Guide for the Behavioral Objective Specialist.
Research & Development Series No. 119-I.
Career Planning Support System.
ED 143 875

Adams, Kay Angona
Florida Assessment of Needs in Career Educa-
tion.
ED 143 792

Affleck, Marilyn
The Alienated Majority: A Community Study.
ED 144 920

Aguirre, Adalberto, Jr.
Language in the Chicano Community: A
Sociolinguistic Consideration.
ED 144 372

Aig, Dennis
Working in the Film Archives.
ED 144 142

Ainsworth, Geoffrey
A Study of Discontinuation in the University of
Sydney 1973-74. University of Sydney Student

Counselling Service Research Report Number
2 Sydney University (Australia) Student Coun-
selling Service.
ED 144 515

Alderton, Steven
Therapeutic Interpersonal Behavior in the Cri-
sis Situation: An Empirical Study of Coping
Responses.
ED 144 124

Allan, G. B., Ed.
College Perspective '76: A Productive Past: A
Perplexing Present: Where Do We Go From
Here? Proceedings, Annual International In-
stitute on the Community College (7th, Lamb-
ton College, Sarnia, Ontario, Canada, June 14-
17, 1976).
ED 144 657

Allen, Mary J.
Attitudes toward Instructional Methods at
California State College, Bakersfield.
ED 144 567

Allen, Richard L.
Blacks' Attitudes and Behaviors Toward Televi-
sion.
ED 145 041
Blacks' Relationship with the Print Media.
Discussion Papers 427-77.
ED 145 042

Allen, Vernon L.
An Aesthetic Theory of School Vandalism.
Discussion Papers 419.
ED 145 036

Almy, Millie
Piaget and Educational Policy.
ED 144 710

Alston, Herbert L.
Title IV-C Pilot Program: An Educational
Needs Projection Model. Project Report. Esti-
mates of the Numbers of Limited-English-
Speaking-Ability (LESA) Students in HISD (K-
3).
ED 144 182

Altmann, Anneliese
Reverse Dictionary of Modern German.
ED 144 393

Amesquita, Marshall
Assessing Needs: Surveying. A Procedural
Guide for Team Leaders. Research & Develop-
ment Series No. 119-E. Career Planning Sup-
port System.
ED 143 871

Anderson, Elizabeth M.
The Child with Spina Bifida.
ED 144 315//

Anderson, Paul
Career Development Curriculum for English
Teachers.
ED 144 069

Anderson, Robert P.
Relationship Between Performance Based and
Observer Based Measures of Hyperactivity.
Trends in Research with Hyperactive Children.
ED 144 965

Andes, John
A Revisitation of Delphi Forecasts: Organiza-
tional Changes in Large School Districts.
ED 144 167

Angeles-Agravante, Josefina
A Correlation between Speaking Ability and
Certain Home Variables: A Comparison of
Research in Two Cultures.
ED 144 374

Angelotti, Michael
Psycholinguistics and the Reading Language
Arts Teacher: A Time for Learning.
ED 143 999

Ansbro, William
Career Exploration Program: A Cluster Ap-
proach. Publication No. 0057.
ED 143 799

Aquino, John
Fantasy in Literature.
ED 144 097

Arbeiter, Solomon
Career Transitions: The Demand for Counsel-
ing. Volume 2.
ED 143 992
Career Transitions: The Demand for Counsel-
ing. Volume 1.
ED 143 993

Armstrong, David G.
Behavioral Objectives, Major Concepts, A
Topic Organization Matrix, and a Developmen-
tal Version of a 50-Item Test for a Secondary
School Course in Free Enterprise.
ED 144 993

Armstrong, William L.
Educational and Occupational Aspirations and
Expectations of Black and White College Stu-
dents.
ED 144 909

- Aronson, David**
Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors. ED 143 952
- Arredondo, Patricia**
Supplemental Learning Activity Package. Secondary. Language Arts-Writing. Volume III. ED 143 780
- Arredondo, Trish**
A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised. ED 143 782
A Training Module: Developing a Job Entry, Individualized Curriculum. ED 143 783
A Training Module: Developing a Learning Activity Package. ED 143 781
- Atelsek, Frank J.**
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35. ED 144 514
- Atherton, Pauline**
Subject Access Project. Second Quarterly Progress Report. ED 144 527
- Atwood, L. Erwin**
A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election. ED 144 150
- Au, Kathryn**
The Development of Reading Comprehension in First Grade Children. ED 144 017
- Awa, Njoku E.**
Linguistic Relativity Revisited. ED 144 153
- Axelrod, Valija**
Career Resource Centers. ED 143 883
- Azzouz, Azzedine, Comp.**
Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975. ED 144 910
- Baer, Walter S.**
University Relationships with Other R&D Performers. ED 144 468
- Bactens Beardsmore, Hugo**
An Investigation into Bilingual Education for Children from Favored Socio-Economic Backgrounds. Problemes linguistiques des enfants de travailleurs migrants (Linguistic Problems of the Children of Migrant Workers). ED 144 371
- Bagenstos, Naida Tushnet**
Analysis of Consumer Information Products Collected. ED 144 544
- Bailey, James S.**
Affection and Leadership Characteristics of Students Entering a Counseling Program; A Movement Toward Assessment. ED 143 958
- Bailey, Larry J.**
A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12. ED 144 319
- Baldwin, Victor A.**
State Master Plan for Special Education in Oregon. ED 144 289
State Master Plan for Special Education in Oregon. Summary. ED 144 290
- Banathy, Bela H.**
Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version. ED 143 768
- Barber, Elizabeth**
The IE Middle Voice: A Study in Syntactic Strategy and Syntactic Change. ED 144 376
- Barbulescu, Constantin**
Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques. ED 144 165
- Bard, Therese Bissen**
Children's Response to Literature. ED 144 034
- Barnes, Douglas**
Communication and Learning in Small Groups. ED 144 139//
- Barnett, Mark A.**
The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance. ED 143 977
- Bartek, Elmer**
The Relationships Between Cerebral Dominance and Different Mental Abilities. ED 143 895
- Barton, David**
Symbiotic Situation. Brown County, Aberdeen, and Alexander Mitchell Public Library. ED 144 597
- Bartos, Michael W.**
Anatomy of a Settlement: Faculty Salary Negotiations at William Rainey Harper College in 1976. ED 144 636
- Basco, Jeno**
Legal Questions of the Application of Microfilms. ED 144 625
- Baum, Willa K.**
Transcribing and Editing Oral History. ED 144 858//
- Baylor, Terrill D.**
Manual for Preparing Individualized Education Programs. ED 144 333
- Beasley, Maurine**
Women in Media: A Documentary Source Book. ED 144 141//
- Beatty, Leslie**
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition. ED 144 833
Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition. ED 144 834
Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition. ED 144 835
Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition. ED 144 836
Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition. ED 144 837
- Bebeau, Muriel J.**
Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976. ED 144 986
- Becker, David S.**
Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976. ED 144 590
- Becker, Ruth W.**
Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279
- Beebe, Steven A.**
Effects of Eye Contact, Posture and Vocal Inflection upon Credibility and Comprehension. ED 144 121
- Begle, E., Ed.**
Very Short Course in Mathematics for Parents. ED 144 793
- Begley, Charles**
Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs. ED 144 698
- Behr, Merlyn**
How Children View Equality Sentences. PMDC Technical Report No. 3. ED 144 802
- Behr, Merlyn J.**
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11. ED 144 809
- Behr, Merlyn J., Ed.**
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12. ED 144 810
- Bell, Robert**
Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10. ED 144 656
- Beller, E. Kuno**
Infant Day Care: A Longitudinal Study. ED 144 707
- Belsky, Jay**
Child Abuse: From Research to Remediation. ED 144 314
- Benamou, Michel, Ed.**
Film: Interdisciplinary Approaches to Theory and Teaching. Part One. ED 144 111
Film: Interdisciplinary Approaches to Theory and Teaching. Part Two. ED 144 112
- Bengtson, Vern L.**
Measuring Perceptions of Aging Across Social Strata. ED 143 955
- Bennett, Lula M.**
An Analysis of Step-In/Step-Out Students at Valencia Community College. ED 144 634
- Bennis, Warren**
The Unconscious Conspiracy: Why Leaders Can't Lead. ED 144 241//
- Benson, Gail, Ed.**
A Bibliography of Instructional and Professional Materials for Adult Basic Education. ED 143 856
- Berlowitz, Marvin J.**
School Dropouts or Student Pushouts?: A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools. ED 143 898
- Bernstein, Judith W.**
The Influence of Instructional Methods on Sexual Knowledge and Attitudes of Adult Students. ED 144 318
- Bessey, Barbara L.**
Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One. ED 145 017
- Bielby, William T.**
Blacks' Attitudes and Behaviors Toward Television. ED 145 041
Blacks' Relationship with the Print Media. Discussion Papers 427-77. ED 145 042

- Birman, Beatrice F.**
A Study of Counselor Interactions and Influence. ED 143 936
- Bisconti, Ann S.**
Job Satisfaction After College--The Graduates' Viewpoint. ED 143 927//
- Blackburn, Jack**
The Rodda Act--One Year Later. ED 144 262
- Blackman, Carolyn M.**
A Bibliography of Resources for Beginning Teachers of Technical Writing. ED 144 066
- Blackmon, C. Robert**
"On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers. ED 144 098
- Blackshear, Helen**
Oakie Lucy: On Community Involvement. Instructional Module IV. ED 144 696
- Blank, Martin J.**
Vocational Education on the Navajo Reservation: Present Status and Future Directions. ED 143 886
- Bleich, David**
Some Recent Perspectives on Research in Language and Literature. ED 144 062
- Bloch, Eileen, Comp.**
Librarians and Academic Status: A Position Paper. ED 144 585
- Block, Jeanne H.**
Fire and Children: Learning Survival Skills. ED 144 720
- Bloom, Frances**
Recipe for Reading. Second Edition, Revised and Expanded. ED 144 028//
- Blumenfeld, Phyllis C.**
Role Perception and Use of Persuasion Strategies by Children. ED 143 979
- Bodner, Gerald A.**
The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32. ED 144 473
- Boggs, Nancy**
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama. ED 144 114
- Bolz, Charles R.**
The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report. ED 143 998
- Bonafield, Joyce, Ed.**
Youth in Educational Service: Education for Parenthood. ED 144 683
- Booth, Barbara, Comp.**
State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents. ED 144 632
- Bordenave, Juan E. Diaz**
Communication and Rural Development. ED 144 158//
- Borhani, Rahim**
Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975. ED 143 882
- Bormuth, John R.**
Literacy Policy and Reading and Writing Instruction. ED 144 025
- Boston, Margaret E.**
Program Residuals, or Did They Throw Out the Baby with the Bath? ED 144 257
- Botoman, Rodica C.**
A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
- Bottomly, Forbes, Ed.**
Critical Issues in American Education. A Report. ED 144 178
- Bowers, John E.**
Test Development and Research: West African Examinations Council (1969-1973). Final Report 1 January 1969-31 August 1973. ED 144 998
- Bowman, James**
School Enrollment Projections. A Report. ED 144 259
- Bowman, Lorna M. A.**
Education for Parenthood: All About Children. ED 144 687
- Boyd, Virlyn A.**
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University. ED 144 742
- Brandes, Paul D.**
Dialect Clash in America: Issues and Answers. ED 144 068//
- Brandstetter, Glenda**
Precision Teaching for Decoding and Comprehension: Materials and Methods. ED 144 033
- Brandt, John M.**
What Every Taxpayer Should Know About Collective Bargaining. ED 144 260//
- Breneman, Beth**
The Relationship between Linguistic Awareness and Reading Comprehension among Fourth-, Sixth- and Eighth-Graders. ED 143 996
- Brewer, Jeutonne**
Dialect Clash in America: Issues and Answers. ED 144 068//
- Brickell, Henry M.**
Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation. ED 145 001
- Britton, James**
The Development of Writing Abilities (11-18). ED 144 049//
- Broadbent, William A.**
Leeward Community College: Developmental Education Study. ED 144 637
- Bronson, Wanda C.**
The Evolution of Early Individual Differences in Orientation Towards Peers. ED 144 676
- Brookover, Wilbur**
Schools Can Make a Difference. ED 145 034
- Broussard, E. Joseph**
"On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers. ED 144 098
- Brown, Ann L.**
The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages. ED 144 042
- Brown, Ann L.**
Skills, Plans, and Self-Regulation. Technical Report No. 48. ED 144 040
- Brown, Ann L.**
Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51. ED 144 041
- Brown, David L.**
Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706. ED 144 761
- Brown, Lester R.**
Spreading Deserts--The Hand of Man. World-watch Paper 13. ED 144 861
- Brown, Mark E.**
Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410
- Brown, Minnie M.**
Successful Black Farmers: Factors in Their Achievement. ED 145 038
- Brown, Rexford**
Response to Prof. Bormuth's Paper. ED 144 026
- Brownscombe, E. Carol**
Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1. ED 144 399
- Broyles, Susan G.**
Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series. ED 144 820
- Brucoli, Matthew J., Ed.**
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
- Bryant, William T.**
Mapping Sex Group Stereotypes of Elementary and High School Students. ED 143 913
- Bryk, Anthony S.**
A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report. ED 144 944
- Brzozowski, Walter T.**
The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction. ED 144 266
- Buchanan, A. Dean**
Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977. ED 144 499
- Burbank, Lucille**
Mediagraphy on Mainstreaming. ED 144 297
- Burkhardt, Carolyn M.**
Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873
- Burkhardt, Carolyn M.**
Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System. ED 143 870
- Burkhardt, Carolyn M.**
Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System. ED 143 876
- Burstein, Leigh**
Secondary Analysis: An Important Procedure for Educational Research. ED 144 964
- Butler, Eugene W.**
Project Evaluation Report. ED 144 644
- Butler, John W.**
Itinerant Teachers of the Hearing Impaired: What Do They Really Do? ED 144 273
- Buttery, Thomas J.**
Teacher Verbal Feedback during Primary Basal Reading Instruction. ED 144 047

300 Author Index

- Byrne, David R.**
Chicano Students and Toeole Schools: A Descriptive Research Report. ED 144 733
- Cabral, Leonor Seliar**
Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13. ED 144 383
- Callaway, Donn R.**
Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1. ED 144 406
- Camp, Richard**
Participative Decision Making: An Annotated Bibliography. ED 143 985//
- Campbell, Bruce, Comp.**
Energy and Education Handbook. ED 144 261
- Campbell, Dan**
An Environmental Handbook of the Marble Area. ED 144 753
- Campbell, Patricia F.**
Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5. ED 144 804
The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8. ED 144 807
- Caples, Jeff D.**
Development of Prevocational Training for Deaf/Blind. ED 143 821
- Capon, Jack J.**
Basic Movement Activities. Perceptual Motor Development. Book 1. ED 144 930//
- Carey, Philip**
The Black Community and Professional Education: A Pilot Program in Institutional Financing. ED 145 040
- Carr, Rey A.**
The Politics of Test Anxiety. ED 144 959
- Carroll, Andrea**
The Secondary Resource Specialist in California: Promising Practices. ED 144 320
Training Components for the Secondary Resource Specialist in California: Promising Practices. ED 144 321
- Carroll, C. Dennis**
A Comparative Analysis of Three Admission/Selection Procedures. ED 144 963
- Carter, Jimmy**
The President's Message on Public Broadcasting. ED 144 152
- Carter, Ralph M.**
A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419
- Casambre, Alejandro J.**
A Correlation between Speaking Ability and Certain Home Variables: A Comparison of Research in Two Cultures. ED 144 374
- Castellan, N. John, Jr., Ed.**
Cognitive Theory. Volume 2. ED 144 022//
- Cavin, Alonzo**
Affective Variables Indicating Success for Compensatory Education Projects. ED 145 004
- Chambers, Janice S.**
Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1. ED 144 404
- Chan, Adrian**
Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976. ED 144 293
- Chan, Itty**
Early Education in China and Its Implications in the United States. ED 145 006
- Chandler, Theodore A.**
Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders. ED 143 900
- Chapman, Tim**
Bilingualism in Alsace: An Associationist Approach to "Competence." York Papers in Linguistics, No. 7. ED 144 360
- Chappel, James H.**
Increasing Linguistic Self-Respect through Sentence Combining. ED 144 076
- Cheong, George S. C.**
Relations Among Symmetry, Asymmetry, Perceptual Comprehension of Numerals by Kindergarten and First Grade Children. ED 144 716
- Chickering, A. Lawrence, Ed.**
Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations. ED 144 215//
- Chinn, William G.**
Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised). ED 144 791
- Chisman, Forrest P.**
Issues and Images: Confessions of a Conference Organizer. ED 144 126
- Chitayat, Linda**
An Evaluation of Computer-Managed Education Technology at New York City Community College. ED 144 524
- Christenberry, Mary Anne**
Individualizing Course Content in Undergraduate Education: A Contract Plan. ED 144 563
- Christenson, Bruce A.**
A Comparison of the Processes of Earning Achievement of Black and White Married Females. ED 143 890
- Christison, Milton**
Student Contracts As One Method for Individualizing a Course Concerned with the "Selection of Instructional Materials." ED 144 534
- Churchman, David**
Tailoring A Testing Program to the Needs of Varied Users. ED 144 951
- Cianciolo, Patricia Jean**
A Look at the Modern Fantasy Currently Available to Young Readers. ED 144 109
- Ciccoricco, Edward A.**
Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977. ED 144 298
- [Cieutat, V. J.]**
Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968. ED 144 997
- Cissna, Kenneth N. Leone**
Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students. ED 144 120
- Clapp, Ouida**
Teaching the Basics--Really! Classroom Practices in Teaching English, 1977-1978. ED 144 105
- Clark, Burton R.**
Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper. ED 144 489
The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper. ED 144 477
The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper. ED 144 482
Structures of Post-Secondary Education. Yale Higher Education Program Working Paper. ED 144 490
- Clark, C.E. Frazer, Jr., Ed.**
Pages: The World of Books, Writers, and Writing. Volume 1. ED 144 071//
- Clark, Duncan W., Ed.**
Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450
- Clarke, Cynthia A.**
Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4. ED 144 803
- Clement, Linda Lee**
Health Effects Profiles for Searching Selected Lockheed DIALOG Data Bases. ED 144 619
- Clements, David T.**
Voice Output for Student Information Inquiry. ED 144 533
- Coatney, Richard P.**
Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System. ED 143 872
- Coe, Richard M.**
Rhetoric and Composition: An Overview. ED 144 102
- Cohen, Andrew D.**
A Sociolinguistic Approach to Bilingual Education: Experiments in the American Southwest. ED 144 345//
- Cohen, David, Ed.**
New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV. ED 144 829
- Cohen, David C.**
Attitudes toward Instructional Methods at California State College, Bakersfield. ED 144 567
- Cohen, Edward G.**
Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College. ED 144 652
A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973. ED 144 654
A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies. ED 144 653
The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01). ED 144 655

- Cohen, Kathleen**
Audio-Tutorial in Art History. ED 144 566
- Coleman, Phoebe B.**
Teaching Fundamentals of Writing: A Modest Proposal. ED 144 085
- Collazo, Andres**
Components of a Model for Forecasting Future Status of Selected Social Indicators. Department of Education Project on Social Indicators. Technical Report No. 3. ED 144 956
- Collie, William E., Ed.**
Teaching about Religion in Public Schools. ED 144 857
- Collier, Helen V., Ed.**
Meeting the Educational and Occupational Planning Needs of Adults. ED 143 885
- Collister, Larry**
A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975. ED 145 014
- Conner, Totsye J.**
A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21. ED 144 841
- Conte, Anthony E.**
T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education. ED 144 175
- Contreras, Eduardo**
Cross-Cultural Broadcasting. ED 144 552
- Coole, Walter A., Ed.**
Attracting Philosophy Students--1. ED 144 651
- Copeland, Harlan G.**
A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State. ED 143 826
- Corbin, Donald E.**
A Flexible, Multi-Skill Approach to Communication in Elementary Romanian. ED 144 365
- Cordray, D. S.**
A Model for Testing Rival Hypotheses in Longitudinal Social Problems. ED 144 966
- Corwin, Sylvia K.**
Developing of Collaborative Teams in High Schools Consisting of Reading Specialists and Art Specialists. ED 144 031
- Cotera, Martha P.**
The Chicana Feminist. ED 144 768//
- Cottam, Keith M.**
Writer's Research Handbook: The Research Bible for Freelance Writers. ED 144 081//
- Cotton, Frank E., Jr.**
Planning for the Aging: A Manual of Practical Methods. ED 143 956
- Covelli, Nicholas J.**
Development of a Model for a Senior Citizen Bureau. Final Report. ED 144 665
- Coward, Raymond T.**
Rural Family Development: A Delivery System for Social Programs. ED 144 755
- Cowen, Sonia**
Something about China. ED 144 848
- Crawford, John**
Methods for Maximizing the Validity of Experiments on Teaching. ED 144 979
- Criscoe, Betty L.**
A Study of a Compilation and Analysis of Writing Vocabulary in Spanish of Mexican American Children. ED 144 419
- Crowder, L. Van, Jr.**
Linguistic Relativity Revisited. ED 144 153
- Crowell, Doris C.**
The Development of Reading Comprehension in First Grade Children. ED 144 017
- Curtis, Hugh**
Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin. ED 144 824
Wausau District Public Schools Outdoor Education Camp Director's Manual. ED 144 825
- Dalton, Starrett**
[Shrinkage in the Squared Multiple Correlation Coefficient and Unbiased Estimates of Treatment Effects Using Omega Squared.] ED 144 949
- Daly, Robert**
Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976. ED 144 660
- D'Ambrosio, Ubiratan**
Issues Arising on the Use of Hand-Held Calculators in Schools. ED 144 814
- Darrell, Bob**
Role of Writing in the World of Work: An Experimental Enrichment Program for First-Year English. ED 144 060
- Davies, Barbara K.**
Aging: A Kindergarten Curriculum. ED 144 680
- Davis, B. Glen**
Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177
Kentucky Quality Education Study: 1974-75. Technical Report. ED 144 176
- Davis, Cecille**
The Role of the Cultural Institution in Reading through the Arts and Humanities. ED 144 032
- Davis, DiAnna**
The Economical Feasibility of Installing a Book Detection System at Cottonwood High School. ED 144 603
- Davis, Eugene D.**
Alternative Learning Environments in the Elementary School. ED 143 923
- Davis, Everett E.**
Suggestive Data Concerning the Stability of the McCarthy Scales. ED 144 968
- Davis, Kenneth, Ed.**
Inventing and Playing Games in the English Classroom: A Handbook for Teachers. ED 144 065
- Davis, Lenwood G.**
Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788. ED 145 039
A Working Bibliography on Published Materials on Black Studies Programs in the United States. Exchange Bibliography #1213. ED 145 002
- Dawson, George G.**
A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1. ED 144 859
- Dawson, George G., Ed.**
Economic Education Experiences of Entertaining Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International Paper Company Foundation Awards Program for the Teaching of Economics. ED 144 860
- Deal, Terrence E.**
Across the Great Divide: Teachers and Administrators Interpret Research Findings. ED 144 180
- Dean, Marshall A.**
The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students. ED 143 859
- De Antonio, Emile, III**
How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition. ED 143 777
- De Csipkes, Robert A.**
Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness. ED 143 904
- de Guzman, Vide**
Tagalog for Beginners. PALI Language Texts: Philippines. ED 144 358//
- Deichmann, John W.**
Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns. ED 143 932
- Deignan, Gerard M.**
Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings. ED 144 573
- Deines, Helen G.**
Invisible Institution: Adult Foster Care in the U.S.A. ED 143 937
- de Johnson, Teresa H.**
Temporal Analysis of English and Spanish Narratives. ED 144 369
- de Kadt, Emanuel**
Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55. ED 144 172
- Delgrosso, G. M., Ed.**
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976). ED 144 657
- DeLoache, Judy S.**
Skills, Plans, and Self-Regulation. Technical Report No. 48. ED 144 040
- Denker, Elenor R.**
Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899
- Denmark, Tom**
Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6. ED 144 805
- Denmark, Tom, Ed.**
1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1. ED 144 800
Bibliography for 1974 Fall Testing Program and Analysis of the Data. ED 144 801

302 Author Index

- Deno, Stanley L.**
Data-Based Program Modification: A Manual.
ED 144 270
- Densmore, Jerry**
Role Playing: Uses and Abuses in Teaching Sociology.
ED 144 918
- Derrick, June**
Language Needs of Minority Group Children. Learners of English As a Second Language.
ED 144 370//
- Deseran, Forrest A.**
Perceptions of a Tri-Racial Community: Adults vs. Adolescents.
ED 144 740
- DeWine, Sue**
Therapeutic Interpersonal Behavior in the Crisis Situation: An Empirical Study of Coping Responses.
ED 144 124
- Diaconoff, Ted**
Teaching Science Fiction to Science and Technology Majors.
ED 144 048
- Diamond, Arnold H.**
A Study of Remedial Algebra Courses Taught at Queensborough Community College: Spring and Fall 1973.
ED 144 654
- Dinero, Thomas E.**
Self-Monitoring as a Function of Task and Locus of Control in Fifth Graders.
ED 143 900
- Dirkes, M. Ann**
Do-It-Yourself Kit for Individualized and Independent Learning.
ED 144 525
- Dirks, Jean**
Circumstances Which Facilitate Children's Recognition of Moving People.
ED 144 723
- Dixon, Terry**
Science Objectives and their Implications Concerning Classroom Teaching.
ED 144 798
- Dobson, Julia M.**
Effective Techniques for English Conversation Groups.
ED 144 355//
- Dobyns, Henry F.**
Native American Historical Demography, A Critical Bibliography.
ED 144 752//
- Donlan, Dan**
The Affective Goals of Continuing Education.
ED 144 101
- Dore, Ronald**
Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.
ED 144 171
- Dorenkamp, Angela G.**
The Writing Staff as Faculty Compost Pile.
ED 144 067
- Doyle, Richard J.**
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling.
ED 144 459
- Drauden, Gail M.**
Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report.
ED 143 982//
- Dreier, William H.**
Teachers for Rural America - Are They Recognized and Prepared?
ED 144 732
- Drew, Dan G.**
Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.
ED 144 051
- Drier, Harry N.**
Career Education through the Church.
ED 143 797
- Dudley, Robert T.**
Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual.
ED 143 948
- Duerr, Bradly**
Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.
ED 144 656
- Dunnnett, C. W.**
The Design and Development of Educational Resources.
ED 144 550
- Durand, Henry**
School Dropouts or Student Pushouts? A Case Study of the Possible Violation of Property Rights & Liberties by the de Facto Exclusion of Students From the Public Schools.
ED 143 898
- Duszynska, Anna**
Reasoning Level Test. Application of Piaget's Theoretical Model to the Construction of a Science Test for Elementary School.
ED 144 988
- Dye, Charles M.**
The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34.
ED 144 919
- Dyson, Sam A.**
Library Automation: A "First Course" Teaching Syllabus.
ED 144 618
- Earle, Richard A., Ed.**
Classroom Practice in Reading.
ED 144 013
- Eastmond, J. Nicholls, Jr.**
An Assessment of Educational Needs for the Department of Wildlife Science.
ED 144 781
- Edington, Everett**
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools.
ED 144 728
- Ekstrand, L. H.**
Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59.
ED 144 368
- Elder, Joseph W.**
Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.
ED 144 762
- Ellis, E. N.**
Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).
ED 144 361
- Emory, Ruth P.**
Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.
ED 144 981
- Engelberg, Gary**
An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12.
ED 144 380
- Enkvist, Nils Erik**
Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977)
ED 144 342
- Enoch, Lloyd W.**
A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
ED 143 879
- Ensminger, E. Eugene, Ed.**
Educational Considerations for the Learning Disabled Adolescent: Selected Papers.
ED 144 330
- Erickson, Donald A.**
Philanthropy, Public Needs, and Nonpublic Schools. A Report.
ED 144 235
- Erickson, Kenneth A.**
School Management Teams: Their Structure, Function, and Operation. ERS Monograph.
ED 144 230//
- Eubanks, James L.**
Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975.
ED 144 995
- Evans, Charles**
Paraprofessional Library Employees.
ED 144 594
- Faber, Adele**
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).
ED 144 689
- Falcone, Raymond L.**
Organizational Communication Abstracts--1975.
ED 144 160
- Falk, William Warren**
School Desegregation, Mobility Attitudes, and Early Attainment of Rural, Black Youth.
ED 145 033//
- Farace, Richard V.**
Communication Network Analysis Methods.
ED 144 117
- Farrow, Earl Vann**
A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.
ED 144 982
- Fassler, Barbara**
All Hands on Deck: Involving the Entire Faculty in Teaching Basic Skills.
ED 144 090
- Fawcett, Jacqueline**
The Family as a Living Open System: An Emerging Conceptual Framework.
ED 143 921
- Fay, Keith L.**
Developing Indian Employment Opportunities.
ED 144 756
- Featherstone, Richard**
A Ph.D. Program for Vocational Education.
ED 143 841

- Fehnel, Richard A.**
From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.
ED 144 517
- Fein, Alan**
Public Employment and Training Assistance: Alternative Federal Approaches.
ED 143 861
- Feinman, Saul**
Food Sharing: An Evolutionary Perspective.
ED 144 913
- Felt, Marilyn Clayton**
Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views.
ED 144 789
- Fennell, Michael M.**
The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
ED 144 776
- Fenske, Robert H.**
A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report.
ED 144 510
- Fiège-Kollmann, Laila**
Reading in a Second Language. Occasional Papers on Linguistics, No. 1.
ED 144 397
- Field, Kenneth S.**
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.
ED 144 423
- Flori, Clem, Ed.**
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.
ED 144 430
- Fishman, Joshua A.**
Bilingual Education: An International Sociological Perspective.
ED 144 354//
- Fitzhugh, Robert J.**
Planning Instruction and Monitoring Classroom Processes with Computer Assistance.
ED 144 523
- Flahive, Douglas E.**
Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1.
ED 144 398
- Fleisher, Lisa Sperling**
Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.
ED 144 043
- Fletcher, Jerry L.**
Dissemination in Relation to Elementary and Secondary Education. Final Report.
ED 144 540
- Fletcher, John**
Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.
ED 144 996
- Fletcher, Richard K., Jr.**
Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study.
ED 144 233
- Flick, William C.**
Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1.
ED 144 405
- Fong, Elizabeth**
Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance.
ED 144 539
- Fonstad, Clifton G.**
Planning for Better Education in Wisconsin... A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.
ED 144 223
- Foran, James V.**
The Improvement of Basic Skills Reading Mastery Test Scores at Bladensburg Senior High School.
ED 144 001
- Ford, Jerome C.**
Job Opportunities for People Who Know Foreign Languages.
ED 144 375
- Fortune, Gwendoline Y.**
Performance Contract or Syllabus? A Comparison of Student Achievement in Social Science Courses.
ED 144 662
- Foskett, D. J.**
Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.
ED 144 528
- Fouts, Gregory**
Suicidal Fantasies and Positive/Negative Effects.
ED 143 938
- Fouts, Gregory T.**
Effects of Sex of Children and Experimenters on Social Facilitation.
ED 143 971
- Franseth, Jane**
The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.
ED 143 920
- Freeman, Gloria E.**
A Profile of Top-Level Women Administrators in Higher Education in Washington, D.C.
ED 144 472
- Freeman, Joanna M.**
Cooperative Education: An Alternative for English Majors.
ED 144 100
- Fremer, John**
Setting and Evaluating Competency Standards for Awarding High School Diplomas.
ED 144 977
- Friedlander, Jack**
The History Curriculum in Community Colleges.
ED 144 629
- Fruchter, Dorothy A.**
Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.
ED 145 000
- Fuguitt, Glenn V.**
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes.
ED 144 774
- Fulham, Stanley A.**
In Search of a Future. 3rd Edition, November 1976.
ED 144 771//
- Fyans, Leslie J., Jr.**
Attributional Self-Selection and the Implications for the Individualization of Education.
ED 143 902
- Gadzella, Bernadette M.**
Interrelationships of Study Habits and Attitudes, Locus of Control, Motivation Achievement Tendencies and Academic Achievement.
ED 143 928
- Gael, Sidney**
Development of Job Task Inventories and Their Use in Job Analysis Research.
ED 143 984//
- Gamso, Gary**
The RRP Guide: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104.
ED 144 520
- Gardner, Barbara S.**
Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership.
ED 144 521
- Garnes, Sara**
Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22.
ED 144 366
- Garza, Sylvia Gil**
Language Assessment Identifying LESA's.
ED 144 415
- Gauvain, Mary T.**
Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.
ED 143 939
- Geiger, John O.**
Bradford School Study
ED 144 189
- Geiger, Roger L.**
European Universities--The Unfinished Revolution. Yale Higher Education Program Working Paper
ED 144 485
Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper
ED 144 479
- Gerling, Max**
Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13.
ED 144 811
- Getches, David H.**
A Primer on Laws Important to Alaska Native Education.
ED 144 747
- Gildenhorn, Marjorie**
Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.
ED 143 847
- Giles, Geoffrey J.**
The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.
ED 144 476
University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.
ED 144 488
- Gillespie, Patti**
A Survey of Theatre in American Secondary Schools.
ED 144 156
- Gillette, Arthur Lavery**
Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.
ED 144 206
- Gillum, Ronald M.**
The Effects of Parental Involvement on Student Achievement in Three Michigan Performance Contracting Programs.
ED 144 007
- Giordano, Gerard**
Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.
ED 144 396
- Gisler, John**
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973.
ED 144 746
- Glasheen, John D.**
Student Adaptation to High School Social Groupings and Normative Environments.
ED 143 929

- Gleason, Jean Berko**
Father Doesn't Know Best: Parents' Awareness of Their Children's Linguistic, Cognitive, and Affective Development. ED 144 713
- Glusberg, Jorge**
Rhetoric of Art and Technology in Latin America. ED 144 132
- Gmelch, Walter H.**
School Management Teams: Their Structure, Function, and Operation. ERS Monograph. ED 144 230//
- Goddard, William P.**
Hillside Administration Reporting Timetabling System. HARTS II. ED 144 535
- Goh, David S.**
Personality and Academic Achievement in Three Educational Levels. ED 143 907
- Gold, Milton J., Ed.**
In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855
- Goldberg, Carole E.**
Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975. ED 144 735//
- Golins, Gerald**
The Exploration of the Outward Bound Process. ED 144 754
- Golub, Lester S.**
A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English). ED 144 373
- Gomberg, Irene L.**
Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35. ED 144 514
- Gonder, Peggy Odell**
Linking Schools and the Community. Education U.S.A. Special Report. ED 144 202
- Gonsiorek, John C.**
Psychological Adjustment and Homosexuality. ED 143 983//
- Goodwin, Harold I.**
Union Rights. ED 144 465
- Goor, Jeannette**
Job Placement Services Provided by Public School Systems in the United States, 1976. ED 143 926
- Gordon, George N.**
The Communications Revolution: A History of Mass Media in the United States. ED 144 082//
- Gordon, Jeffrey S.**
Mixed Dominant Grouping and Bilingual Materials in Mathematics and Science Classes in Two Puerto Rican Junior High Schools. ED 145 023//
- Gordon, Marlene**
Learning for Living: A Program Prepared for Use in a Group Home for Children. Leader's Guide (Experimental Edition). ED 144 690
- Gordon, Neal J.**
Developmental Patterns in Affective Recognition: Implications for Affective Education (HYP/POL). ED 143 893
- Gormley, William T., Jr.**
The Effects of Newspaper-Television Cross-Ownership on News Homogeneity. ED 144 054//
- Gortmaker, Steven L.**
Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77.
- Gottesman, Ronald, Ed.**
Film: Interdisciplinary Approaches to Theory and Teaching. Part One. ED 144 111
Film: Interdisciplinary Approaches to Theory and Teaching. Part Two. ED 144 112
- Goudy, Willis J.**
Studying Your Community: Data Book. Sociology Report 128A. ED 144 730
- Gounard, Beverly R.**
A Cognitive Problem-Solving Approach to Learning in Later Adulthood. ED 143 965
- Grant, Gloria, Ed.**
In Praise of Diversity: Multicultural Classroom Applications. ED 144 854
- Grant, W. Vance**
Digest of Education Statistics, 1976 Edition. ED 144 248
- Green, Robert A.**
Implementation of a Speech Improvement Program at the Kindergarten Level. ED 144 271
- Greenberger, David B.**
An Aesthetic Theory of School Vandalism. Discussion Papers 419. ED 145 036
- Greenfeld, Howard**
Books: From Writer to Reader. ED 144 010//
- Greenhouse, Carol**
The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test. ED 143 863
- Greenwood, Gordon E.**
Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//
- Griffith, Jeffrey C.**
A Study of the Potential for Sharing Education Periodicals among the Southern UC Campuses. ED 144 522
- Grimmett, Sadie, Ed.**
Current Issues in Child Development. ED 144 677//
- Grose, Robert F.**
Five-Year Projection of Fine Arts Course Enrollment at Amherst College. ED 144 462
- Gross, John G., Ed.**
Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus. ED 144 461
- Gross, Steven T.**
Educational Opportunities in the United States Army. ED 143 916
- Grosse, Philip**
Driving in Spanish for American Tourists. ED 144 367
- Guilfoyle, Marvin C.**
Guidelines for the Acquisition, Control, and Handling of Microform and Other Nonprint Materials in the University of Oklahoma Libraries. ED 144 578
- Gunden, Ruth**
Skiing. October 1977-October 1978. NAGWS Rules. ED 144 939
- Gunther, Virginia**
Cognitive Predictors of College Success in Disadvantaged Students. ED 143 964
- Gupta, Sadhana**
Group Size as a Determinant of Preschool Children's Frequency of Asking Questions. ED 144 674
- Gutek, Barbara A.**
Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes. ED 143 970
- Guthrie, John T., Ed.**
Cognition, Curriculum, and Comprehension. ED 144 023
- Hackbert, Peter H.**
Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report. ED 144 967
- Haenn, Joseph F.**
NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report. ED 143 775
- Hage, Robert K.**
Verifying Parents' Financial Information: A Guide for Financial Aid Administrators. ED 144 497
- Hall, Budd L.**
Participation and Education in Tanzania. IDS Discussion Paper No. 86. ED 144 173
- Hall, Gene E.**
A Manual for Assessing Open-Ended Statements of Concern About an Innovation. ED 144 207
- Hall, Peter Dobkin**
Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper. ED 144 481
Veritas et Pecunias: The Historical Economy of Education. Yale Higher Education Program Working Paper. ED 144 480
- Hall, Robert N., Ed.**
A Symposium on Faculty, Retention, Tenure, Promotion, and Graduate Department Evaluation. ED 144 110
- Hallman, Clemens L., Ed.**
Competencies of Foreign Language Teachers. ED 144 386
- Halloran, S. M.**
On Rhetorical Autonomy. ED 144 079
- Hamby, Trudy M.**
A Descriptive Guide to CDA Training Materials. ED 144 697
- Hamilton, Phyllis Ann**
Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli. ED 143 954
- Hamlin, Roger E.**
Implementing Long-Range Planning for Vocational Education. ED 143 837
Planning for Vocational Education. ED 143 835
Planning for Vocational Education: A Selected Bibliography. ED 143 840
Policy Information System Computer Program. ED 143 839
A Policy Information System for Vocational Education. ED 143 834
Preliminary Long-Range Planning Model. ED 143 836
Vocational Education Summary Planning Program. ED 143 838
- Hamrick, Katherine B.**
An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7. ED 144 806

- Hanes, Michael L.**
The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.
ED 144 955
- Hanna, Michael S.**
Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training.
ED 144 143
- Hansen, Duncan N.**
Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977.
ED 144 991
- Hansen, Ronald D.**
Causal Explanations for the Behavior of Women and Men: Two Different Schema?
ED 143 962
- Hanson, J. Robert**
T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.
ED 144 175
- Harkins, Judy Athey**
Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.
ED 144 301
How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland.
ED 144 300
- Harkness, Albert, Jr.**
Governmental Objectives in Exchanges of Persons Programs.
ED 144 856
- Haro, Carlos Manuel, Ed.**
The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force.
ED 144 736//
- Harral, Harriet Briscoe**
Transactional Communication in the Classroom.
ED 144 144
- Hart, Elinor**
Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.
ED 145 016
- Hauselman, A. J.**
Compendium of Selected Data & Characteristics, 1976-1977.
ED 144 664
- Havelock, Ronald G.**
Massachusetts Educational Innovators in Action: "The Process for the Product."
ED 144 183
- Hays, Leonard**
Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools.
ED 144 728
- Heaton, James**
Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977.
ED 144 414
- Hedrick, Susan C.**
The Assessment and Selection of ITV Presenters: Beyond the Intuitive Approach.
ED 144 551
- Hein, George E.**
An Open Education Perspective on Evaluation.
ED 144 942
- Heizer, Robert F.**
The Indians of California, A Critical Bibliography.
ED 144 750//
- Helm, June**
The Indians of the Subarctic, A Critical Bibliography.
ED 144 748//
- Helmer, Susan**
Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1.
ED 144 417
- Henjum, Arnold E.**
A Response to the Needs of Rural Gifted and Talented Youth.
ED 144 303
- Henson, Ramon**
Participative Decision Making: An Annotated Bibliography.
ED 143 985//
- Hepworth, H. Philip**
Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.
ED 144 679//
Child Abuse--A National Perspective.
ED 144 295
- Heritage, John O.**
A Validity Study of Admission Criteria for Masters Students in a Reading Program.
ED 144 035
- Heron, Alastair**
Early Childhood Care and Education: Objectives and Issues.
ED 144 704
- Hertz, Vivienne**
Cognitive-Field Implications for the Teaching of Technical Writing.
ED 144 078
- Herzog, Tobey C.**
Sport in the Composition Class.
ED 144 094
- Higginbotham, Dorothy**
The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.
ED 144 408
- Higgins, Jon L.**
Activity-Based Learning in Elementary School Mathematics: Recommendations from Research.
ED 144 840
- Highlen, Pamela S.**
Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure.
ED 143 917
- Hill, John P.**
Family Interaction in Early Adolescence.
ED 143 925
- Hill, Phyllis M., Ed.**
The Teacher's Library.
ED 144 935
- Hill, T. W., Jr.**
A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers.
ED 144 575
- Himmelweit, Hilde T.**
Recent and Proposed Changes in Broadcasting Structures.
ED 144 130
- Hinofotis, Frances Butler**
Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1.
ED 144 412
- Hinshaw, Marilyn L.**
Five Year Plan for TTPLS. Texas Trans-Pecos Library System. Update 1976 and 1977.
ED 144 592
- Hinson, Gregory L.**
The Urban Superintendency and the Depression: The Case of Thomas Warrington Gosling, Akron, Ohio: 1928-34.
ED 144 919
- Hirschbuhl, John J.**
Future Review of CAI and the Coming of Videodisk Technology.
ED 144 526
- Hisama, Kay K.**
Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1.
ED 144 409
Predictive Validity of Short Form Placement Tests under Two Scoring Systems.
ED 144 950
- Hjerppe, Roland**
Computerized Information Service--SDI. Annual Report 1974-75.
ED 144 614
Experiences of an Interactive Retrieval System--ESRO/RECON.
ED 144 609
- Hoar, Nancy**
The Influence of Sentence Type upon Paraphrase Strategy in Children.
ED 144 420
- Hobbie, Richard A.**
Public Employment and Training Assistance: Alternative Federal Approaches.
ED 143 861
- Hoepfner, Ralph**
Tailoring A Testing Program to the Needs of Varied Users.
ED 144 951
- Hoffman, Gordon R.**
What Every Taxpayer Should Know About Collective Bargaining.
ED 144 260//
- Hoglund, Lars**
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611
- Holiman, Marjorie**
Developmental Studies Program: Cochise College, 1971-1977.
ED 144 638
- Holiman, Marjorie, Comp.**
Developmental Program: A Better Opportunity. Cochise College.
ED 144 639
- Hollis, Coy, Ed.**
Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.
ED 144 453
- Hollowell, John, Ed.**
Inventing and Playing Games in the English Classroom: A Handbook for Teachers.
ED 144 065
- Holmes, Douglas S.**
Leadership and Women in Organizations.
ED 143 986//
- Holmes, Monica B.**
Child Abuse and Neglect Programs: Practice and Theory.
ED 144 296
- Holmes, Susan E.**
A Survey of Adult Reading Patterns and Library Use Patterns in Orem, Utah.
ED 144 608
- Holmstrom, Engin Inel**
Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers.
ED 144 505
- Holt, Dennis M.**
Clinical Experience in Teacher Education: Part Panacea -- Part Illusion.
ED 144 934
- Holtzman, Neil A.**
Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.
ED 144 722

306 Author Index

- Holzheimer, Diane, Ed.**
Appraisal, Children's Science Books, Vol. 10, No. 3.
ED 144 830//
- Honig, Alice S.**
Developmental Scores of Iron Deficient Infants and the Effects of Therapy.
ED 144 719
- Hood, Kay E.**
Sex and Status: Influence on the Evaluation of Professionals.
ED 143 930
- Hook, Sidney**
The Ethics of Teaching and Scientific Research.
ED 144 493//
- Hopkins, Charles O.**
Management by Objectives: A Tool for Accountability.
ED 143 788
- Horowitz, Berny**
Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.
ED 144 336
- Howard, William G.**
Motivational Determinants of Status Aspirations: Comments on Sex Variations.
ED 144 763
- Howkins, John, Ed.**
[Theme Issue: Communications Satellites.]
ED 144 147
- Hoyt, Kenneth B.**
Career Education in the Community College: An Evolving Concept.
ED 144 641
- Hsi, Victor**
A Summary of Selected Research on Cognitive and Perceptual Variables.
ED 145 003
- Hubert, Lawrence J.**
Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.
ED 144 969
- Huff, Sheila**
Problems in Implementing Competency-Based Programs.
ED 144 243
- Hulicka, Irene M.**
A Cognitive Problem-Solving Approach to Learning in Later Adulthood.
ED 143 965
- Hultgren, Jan**
Pastime--A System for File Compression.
ED 144 613
- Hung, Marianne Andrews**
The Plantation System in the Ethnic Consciousness of Hawaii (A Rationale for the Study of the Plantation in Values Education) [And] A Day in the Life of Ah Sing Chong [And] A Worker's Daily Round.
ED 144 870
- Hungerman, Ann D.**
1965-1975: Achievement and Analysis of Computation Skills, Ten Years Later (Part II).
ED 144 839
- Hyink, Bernard L.**
Cooperative Education: A Perspective. An Occasional Report on Innovation.
ED 144 504
- Iannaccone, Laurence**
Using Research in School Reform.
ED 145 013
- Imber, Steve C.**
Modifying Independent Work Habits: An Effective-Affective Teacher-Parent Communication Program.
ED 144 291
- Indakwa, John**
Swahili. An Active Introduction. General Conversation.
ED 144 351
- Ingram, Albert**
Response Generation Norms for Verbal Analogies.
ED 144 046
- Inkeles, Alex, Ed.**
Annual Review of Sociology, Volume 3, 1977
ED 144 906//
- Inskip, George B., Comp.**
State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.
ED 144 760
- Irvine, Jim**
Early Intervention Programming: New England Educational Diagnostic Centre.
ED 144 272
- Isaacs, Gertrude**
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.
ED 144 745
- Ittelson, John C.**
Prime Time School Television.
ED 144 565
- Iverson, Peter**
The Navajos, A Critical Bibliography.
ED 144 751//
- Jackson, Eugene B.**
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations.
ED 144 596
- Jackson, R. W. B.**
Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children.
ED 144 231//
- Jackson, Ruth L.**
The Personnel, Material and Financial Resources of the Library Systems of 311 Industrial Corporations.
ED 144 596
- Jacobson, James A.**
Research and Development Project in Career Education. Grades 7-9. Final Report.
ED 143 772
- Jencks, Christopher**
The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.
ED 143 850
The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
ED 143 854
- Jenkins, Joseph R.**
Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.
ED 144 043
- Jennings, Kathleen**
Planning the Remedial Composition Curriculum.
ED 144 089
- Jensen, Clayne R.**
Leisure and Recreation: Introduction and Overview.
ED 144 933//
- Johansen, Robert**
Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.
ED 144 421
- Johnson, David L.**
Inventory of Individually Perceived Group Cohesiveness (IIPGC).
ED 144 972
Social Interaction and Creativity in Communication System. Coding Manual.
ED 144 973//
Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2.
ED 144 971
- Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970
- Johnson, James N.**
The Work Ethic in Career Education Materials.
ED 143 778
- Jones, David R.**
The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.
ED 144 484
- Jones, Leroy**
A Descriptive Guide to CDA Training Materials.
ED 144 697
- Jones, Tom**
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973.
ED 144 746
- Jones, Victor H., Ed.**
Focus on Literature for Children and Young Adults.
ED 144 095
- Jones-Booker, Roberta**
Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.
ED 144 326
- Jordaan, Jean-Pierre, Ed.**
The Counseling Psychologist.
ED 143 967
- Jung, Charles C.**
Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III).
ED 144 191
- Justice, Faith L.**
Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.
ED 143 807
- Kaczka, Eugene**
Acceptance Testing--Course Readiness Measurement.
ED 144 975
- Kaiser, Donn L.**
The Relationship Between Intellectual-Achievement Responsibility Attributions and Performance.
ED 143 977
- Kane, Roslyn D.**
A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.
ED 143 878
- Kaplan, Martin**
Redundancy of Behavioral Information in Dating.
ED 143 931
- Kaplan, Robert M.**
Is Beauty Talent? Sex Interaction in the Attractiveness Halo Effect.
ED 143 940
- Karasik, Robin B.**
Get KWIC Help: An Information Service to Assist Trainers in Aging.
ED 143 912
- Karian, Z.A.**
The Use of Computers in Simulations.
ED 144 538
- Karlin, Robert**
Teaching Reading in High School: Improving Reading in Content Areas. Third Edition.
ED 144 008//
- Karmos, Joseph S.**
A Study of Egocentrism and Socialization.
ED 143 941
- Karnes, Merle B.**
Creative Games for Learning: Games for Parents and Teachers to Make.
ED 144 302//

- Katz, Elias, Ed.**
Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled.
ED 144 316
- Katz, Joseph, Ed.**
Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).
ED 144 242
- Katz, Lilian G.**
Ethical Issues in Working with Young Children.
ED 144 681
Talks with Teachers: Reflections on Early Childhood Education.
ED 144 703//
- Katzman, Nathan**
Public Television Programming by Category: 1976.
ED 144 148
- Kayeum, Joan**
Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13.
ED 144 381
- Keefer, Constance H.**
The Structure of Infant-Adult Social Reciprocity. A Cross Cultural Study of Face to Face Interaction: Gusi Infants and Mothers.
ED 144 701
- Kelley, Michael P., Ed.**
Freedom of Speech Newsletter, Volume 3, Number 3, June 1977.
ED 144 136
- Kennedy, William R.**
Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools.
ED 144 779
- Kent, Laura, Ed.**
The Impact of the Basic Grant Program on the States.
ED 144 431
- Kester, Ralph J.**
Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.
ED 143 866
- Kettner, Norman**
Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.
ED 144 994
- Kidd, J. Roby**
Whilst Time Is Burning. A Report on Education for Development.
ED 143 787//
- Kifer, Edward**
A Cross-Cultural Study of the Impact of Home Environment Variables on Academic Achievement and Affective Traits.
ED 143 892
- Kime, Robert E.**
Health Instruction: An Action Approach.
ED 144 929//
- Kimmons, Willie James**
Black Administrators in Public Community Colleges: Self-Perceived Role and Status.
ED 144 673//
- Kimsey, William D.**
A Path Model of Political Cognitions and Attitudes, Communication, and Voting Behavior in a Congressional Election.
ED 144 150
- Kincaid, Lily**
Career Education: The Kentucky Valley Education Cooperative Approach.
ED 143 795
- King, Randy**
Middle-Aged Job-Losers.
ED 143 864
- Kinghorn, Sandra N.**
Role Perception and Use of Persuasion Strategies by Children.
ED 143 979
- Kinsell-Raney, Lynn W.**
Sex Differences: An Obsolete Distinction in the Analysis of Classroom Task Approach Patterns.
ED 143 932
- Kirby, Emily B.**
Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977.
ED 144 661
- Kirby, Ronald F.**
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4.
ED 144 244
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.
ED 144 245
- Klein, Nancy K., Ed.**
Learning Disabilities: An Interdisciplinary Perspective.
ED 144 323
- Kleucker, Joy**
Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies.
ED 144 926
- Klopfer, Fredrick J.**
Euthanasia Acceptance: An Attitudinal Inquiry.
ED 143 919
- Kluver, Billy**
The Artists' Expertise for Communication Planning.
ED 144 133
- Knowles, Don**
Boys in Primary School.
ED 144 714
- Knowlton, Clark S.**
Implications of Change in Mexican American Families.
ED 144 726
- Koble, Daniel E., Jr., Comp.**
Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50.
ED 143 844
- Koch, Kenneth**
I Never Told Anybody: Teaching Poetry Writing in a Nursing Home.
ED 144 083//
- Kolstad, Andrew**
National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation.
ED 144 989
- Komechak, Marilyn**
Resource Room as Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner.
ED 143 896
- Kraft, Donald H.**
A Mathematical Model of the Information Center Location Problem and Its Implications for Decision Makers.
ED 144 575
- Kurland, Norman D.**
Lifelong Learning in the Public Interest.
ED 143 811
- Kutac, Ethel M.**
Observation Training for Parents.
ED 144 281
- Kutac, Ethel M., Comp.**
Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children.
ED 144 283
- Kwok, Irene**
A Multicultural Social Studies Series. Book 1. Europe.
ED 144 389
- Kwok, Irene, Comp.**
Chinese Children's Songs.
ED 144 387
- LaFitte, Pat Chew**
Work Values of University Students: An Analysis by Ethnic Groups and Sex.
ED 144 849
- LaHoud, John**
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.
ED 144 114
- Lamb, Connie**
Margedos: A Marc-Like Format for Genealogy with Provision for Documentation.
ED 144 600
- Lamb, Pose**
Case Grammar and the Elementary School Language Arts Curriculum?
ED 144 075
- Lambert, Nadine M.**
Behavioral Definers of Reading Achievement.
ED 144 036
- Lambert, Roger H.**
Wisconsin Occupational Information System. Annual Progress Report.
ED 144 580
- Lamborn, Robert L.**
The Nonpublic School and Private Philanthropy. A Report.
ED 144 184
- Langhelt, Syd**
Boys in Primary School.
ED 144 714
- Larson, Olaf F.**
Successful Black Farmers: Factors in Their Achievement.
ED 145 038
- Larson, Wayne L.**
Pygmalion in Native-Indian Education.
ED 144 744
- Larsson, Rolf**
3RIP: File Design for the Search System.
ED 144 612
Pastime-A System for File Compression.
ED 144 613
- Lassey, Marie**
Drinking Among Rural Youth with Implications for Rural Institutional Development.
ED 144 729
- Latker, Norman J.**
Current Trends in Government Patent Policy.
ED 144 428
Ethical and Economic Issues: University Policies for Consulting, Overload Instructional Activities and Intellectual Property.
ED 144 427
The Protection of Intellectual Property Under the Fourth Exemption of the Freedom of Information Act.
ED 144 818
Statement of Norman J. Latker, Patent Counsel, Department of Health, Education, and Welfare before the Subcommittee on Domestic and International Scientific Planning and Analysis, Committee on Science and Technology, House of Representatives, September 29, 1976.
ED 144 429
- Lauroesch, William**
Five-Year Projection of Fine Arts Course Enrollment at Amherst College.
ED 144 462
- Lawrence, G. Ben, Ed.**
Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge. ERIC/Higher Education Research Report No. 4., 1977.
ED 144 439
- Laygo, Teresito M., Comp.**
What is Filipino?
ED 145 005

- Leadum, Clyde F.**
A Study of the Perceptions of Administrators and Parents of Reorganization Efforts in an Urban School System and Their Relationships to Conflict in Goal Orientation and Achievement.
ED 144 216//
- Lee, Gus C.**
A Counseling Approach to Armed Forces Recruiting.
ED 143 953
- Lee, S. Young**
Status Report of Public Broadcasting 1977.
ED 144 149
- Lee, W. R.**
Types of Success in Foreign-Language Teaching: English as a Lingua Franca.
ED 144 385
- Leffert, Beatrice G.**
Individualizing Instruction: Nine Ways to Individualize MACBETH or Anything Else.
ED 144 019
- Lehrer, Sandra G.**
Television Viewing of Selected Sixth, Seventh, and Eighth Grade Students.
ED 144 120
- Leidenfrost, Nancy B.**
Paraprofessionals in Home Economics Programs for Low-Income Families.
ED 143 824
- Leinhardt, Gaea**
Autonomy in Education: A Research Approach.
ED 144 940
- Lejeune, Julie M.**
Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.
ED 143 786
- Le Page, R. B.**
De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.
ED 144 359
- LeRoi, Christy**
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition).
ED 144 682
- LeRoi, Frans**
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition).
ED 144 682
- Leveson, Irving**
Poverty and Public Policy. Final Draft.
ED 145 035
- Levin, Joel R.**
Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.
ED 144 969
- Levine, Joseph**
Experience Teachers! Kit #5: Tapes Teach.
ED 144 309
- Levine, S. Joseph**
Experience Teachers! Kit 6: Games Teach.
ED 144 310
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game.
ED 144 304
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures.
ED 144 306
- Levinsohn, Florence Hamlish**
In Defense of the Status Quo.
ED 144 059
- Levy-Garboua, Louis**
Educational Expenditure in France, Japan and the United Kingdom. Les Depenses d'enseignement en France, au Japon et au Royaume-Uni.
ED 144 197
- Lewis, Charles A., Jr.**
The Administration of Outdoor Education Programs.
ED 144 777//
- Lewis, John L., Ed.**
New Trends in Physics Teaching, Volume III (1976).
ED 144 815
- Libaw, Frieda, Comp.**
Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.
ED 144 759
- Liebesny, Felix**
A State-Of-The-Art Survey on Automatic Indexing.
ED 144 624
- Lietz, Jeremy Jon**
[Wisconsin Administrative Practice Scale: Special Education. A Survey of Selected Administrative Practices Used in the Coordination of Diagnostic Units for Handicapped Children. Test and Manual.]
ED 144 945
- Lilley, H. Edward**
Faculty Appointments.
ED 144 466
- Lim, Virginia**
A Summary of Selected Research on Cognitive and Perceptual Variables.
ED 145 003
- Lind, C. George**
Digest of Education Statistics, 1976 Edition.
ED 144 248
- Lindqvist, Mats**
Growth Dynamics of Information Search Services.
ED 144 616
- Lindsay, Robert**
Communication Delivery Services in Developing Nations.
ED 144 129
- Lister, Susan, Comp.**
Potpourri of Foreign Language Aids, Vol. 3.
ED 144 416
- Liston, Jennie S.**
Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.
ED 144 698
- Littlejohn, Judy**
Resource Guide for Individualized Competency-Based In-Service Training.
ED 144 322
- Lockheed, Marlaire E., Comp.**
Sex Discrimination in Education: A Literature Review and Bibliography.
ED 144 976
- Lofstrom, Mats**
3RIP: Data Structures for Text Files.
ED 144 615
- Long, Lynette**
The Effects of Pre-Teaching Teacher Interaction Style on Student Achievement.
ED 144 927
Study Halls: An Educational Wasteland to an Educational Mecca.
ED 144 227
- Longest, James W.**
Quality of Life Impact on Mental Health Needs.
ED 143 910
- Lopez-Valadez, E. Jeanne, Ed.**
Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts.
ED 144 341
- Love, John M.**
A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.
ED 144 715
- Loveland, Kathryn Kernodle**
The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation.
ED 144 702
- Lowry, Cheryl Meredith**
Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.
ED 143 877
Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System.
ED 143 867
- Ludins-Katz, Florence, Ed.**
Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled.
ED 144 316
- Lynch, Dennis**
After the Lights Come Up: Students Talk about Films.
ED 144 119
- Mabee, Timothy**
Communication Network Analysis Methods.
ED 144 117
- Maca, Suanne D.**
Attitudes of Faculty and Administrators Toward Affirmative Action in Higher Education; A Second Look.
ED 145 024//
- Macdonald-Ross, Michael**
Graphics in Text: A Bibliography. Monograph No. 6.
ED 144 018
- MacDowell, Michael A.**
Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University.
ED 144 850
- Mack, Faite Royjier-Poncefont**
Reading Skills and Activities for the Adult.
ED 144 000
- Mackey, James A.**
An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.
ED 144 198
- Madden, Janice Fanning**
Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.
ED 143 800
- Maddex, Barbara E.**
Love and Involvement in Romantic Relationships.
ED 143 995
- Maier, Patricia A.**
A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.
ED 144 827
- Majchrzak, Shirley**
An At-Home Rehabilitation Program for Families of Women Alcoholics.
ED 143 960
- Malassis, L.**
Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development-1.
ED 143 767
- Malcolmson, Ingeborg**
A Developmental Group Counseling Program for Elementary Schools.
ED 143 968
- Malfitano, Rocco J.**
Designing and Implementing a Resource Room Program for Children with Special Needs.
ED 144 313

- Mallett, Jerry J.**
101 Make-and-Play Reading Games for the Intermediate Grades.
ED 144 003//
- Malmi, Robert A.**
The Simultaneous Acquisition of Multiple Memories.
ED 144 044
- Malmstrom, Jean**
Understanding Language: A Primer for the Language Arts Teacher.
ED 144 108//
- Manchikes, Alice W., Ed.**
Issue on Censorship.
ED 144 074
- Mann, Lester, Ed.**
Research and Applied Theory in Special Education: Conversations with the Experts.
ED 144 268
- Manning, Charles**
District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.
ED 143 813
- Marcum, John P.**
The Effect of Neighborhood Racial Composition on the Relationship Between Minority Group Status and Current Fertility.
ED 144 725
- Margolius, Sidney**
How to Survive in Consumer Education.
ED 143 812
- Marsden W. E.**
Evaluating the Geography Curriculum. Geography for Teachers Series.
ED 144 905//
- Masi, Anthony**
Unionism and Collective Bargaining in the Public Institutions of Higher Education in Rhode Island.
ED 144 463
- Massey, Tom E.**
A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21.
ED 144 841
- Mathews, John J.**
Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training.
ED 145 029
- Maurer, Bradley Gerald**
The Influence of Hindu Epistemology on Ranganathan's Colon Classification.
ED 144 601
- May, James L.**
Females' Evaluations of Males as a Function of Affect Arousing Musical Stimuli.
ED 143 954
- Mayo, G., Douglas, Ed.**
Facilitating Student Learning. J.W. Brister Library Monograph Series 5.
ED 144 487
- Mazeika, Edward J.**
The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1.
ED 144 411
- Mazlish, Elaine**
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).
ED 144 689
- McAdoo, Harriette Pipes**
Internal and External Family Support Patterns that Promote Stability in Black Families.
ED 145 019
- McAfee, Marty**
A Counseling Approach to Armed Forces Recruiting.
ED 143 953
- McAllister, Gerald J., Ed.**
Aerospace. Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.
ED 144 783
- McCabe, Robert H., Ed.**
Man and Environment Teaching Alternatives.
ED 144 826
- McCauley, M. Lynn**
British Union Debating: An Eclectic Approach.
ED 144 146
- McCauley, Mary H.**
Personality Variables: Modal Profiles that Characterize Various Fields of Science.
ED 144 780
- McCormick, Claire M.**
A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.
ED 144 045
- McCullough, Kathleen**
Approval Plans and Academic Libraries: An Interpretive Survey.
ED 144 577//
- McDermott, William P.**
Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual.
ED 143 948
- McFann, Howard H.**
Consideration of Alternative Educational Systems.
ED 143 845
- McGillivray, Robert G.**
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.
ED 144 245
- McGinley, Gerry P.**
Administrator's Guide to Career Education in the Elementary School.
ED 143 827
- McKenzie, Leon**
The Midlife Crisis and Educational Programming.
ED 143 784
- McLaughlin, Donald H.**
Controversies in the Evaluation of Compensatory Education
ED 145 011
Title I, 1965-1975: Synthesis of the Findings of Federal Studies.
ED 145 010
- McLean, Dulce DiDio**
Ohio Academic Library Innovation: A Directory. Tower Series No. 3.
ED 144 607
Statistical Measurement and Cataloging: Variables Determining Quantitative Output
ED 144 606
- McMullen, Harold G.**
The Instructional Clinic & Staff Development: When Faculty Come From Behind the Classroom Door.
ED 144 630
- McQuay, Susan D.**
Educational Opportunities in the United States Army.
ED 143 916
- McVey, Ronald F.**
Paraprofessionals—Changes in Minority Group Women After Four Years of College.
ED 143 914
- Meadow, Mary Jo**
Authoritarianism and Attitudes Toward Working Wives.
ED 143 951
- Medley, Donald M.**
An Approach to the Definition and Measurement of Teacher Competency.
ED 144 952
- Megow, Joye G.**
Health Occupations. Nursing Assistant.
ED 143 779
- Melton, Dale H.**
Community Resource Guide for Career Education.
ED 143 830
- Mercer, John**
Teaching a Course on the Informational Film.
ED 144 161
- Merkel-Keller, Claudia**
Sex Differences in Mathematics: An Investigation of Sex Differentiated Attitudes Toward Mathematics and Sex-Differentiated Achievement in Mathematics on the Ninth Grade Level in Eight Schools in New Jersey.
ED 143 933
- Mertins, Barbara, Comp.**
Bibliographic Instruction.
ED 144 582
- Milicic, Diane**
A Study of Egocentrism and Socialization.
ED 143 941
- Milks, Donald E.**
Structural Design with Individualized Instruction.
ED 144 569
- Miller, George E., Ed.**
Medical Education and the Contemporary World.
ED 144 508
- Miller, Gerald R.**
Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report.
ED 144 140
- Miller, Harry L.**
Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.
ED 144 766
- Miller, Melvin H.**
Language Levels in Writing and Speaking.
ED 144 151
- Miller, Theresa M.**
A Study of Counseling Services in Two-Year Colleges.
ED 144 635
- Millett, John D.**
Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.
ED 144 500
- Minter, W., John, Ed.**
Colleges and Universities as Agents of Social Change.
ED 144 503
- Mirititani, Leatrice T.**
Speaking Kapampangan. PALI Language Texts: Philippines.
ED 144 357//
- Mirkin, Phyllis K.**
Data-Based Program Modification: A Manual.
ED 144 270
- Mirwis, Allan**
Guides to Educational Media Software. Educational Media Information Series, Volume One.
ED 144 531
- Mitchell, Charlie**
The Community College Human Development Curriculum: It's Purpose and Scope.
ED 144 642
- Mitroff, Donna D.**
Program Residuals, or Did They Throw Out the Baby with the Bath?
ED 144 257
- Mizell, M. Hayes**
Designing a Positive In-School Suspension Program.
ED 144 251
- Mogulof, Melvin B.**
Citizen Participation: A Review and Commentary of Federal Policies and Practices.

- Citizen Participation: The Local Perspective. ED 144 219
- Molen, Janis**
"Cheap is Beautiful": The Role of Political Analysis in Theatre Making. ED 144 145
- Molloy, Larry**
Housing for New Types of Students. A Report. ED 144 212
- Montgomery, J. Anne**
Sibling Intervention in First Language Acquisition: A Case Study. ED 144 384
- Moore, Charles M.**
Personality and Academic Achievement in Three Educational Levels. ED 143 907
- Moore, Nelson Randolph**
Funding Small Elementary Schools Under the Florida Education Finance Program Law. ED 144 164
- Moore, Raymond S.**
Influences on Learning in Early Childhood: A Literature Review. ED 144 711
- Moore, Robert B.**
Racism in the English Language. ED 144 080
- Mordecai, James F.**
Precision Teaching in the Elementary Classroom. ED 144 005
- Morehouse, Chauncey A., Ed.**
Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976). ED 144 937
- Morgan, Leslie A.**
Measuring Perceptions of Aging Across Social Strata. ED 143 955
- Mottl, Tahi Lani**
The Impact of Three Community Organizations on School Desegregation in Boston, 1975-76. A Report to the Massachusetts Committee on Criminal Justice. ED 145 065
- Mullen, Karen A.**
Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1. ED 144 403
- Murdock, Steve H.**
Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population. ED 144 727
- Murphy, J. Thomas**
Experience and Transfer: Steps to Cognitive Thinking in Young Children. ED 144 675
- Nagorski, Alec P.**
Understanding the Male Homosexual Experience: Grades 11, 12. ED 143 942
- Nagy, Geraldine F.**
Redundancy of Behavioral Information in Dating. ED 143 931
- Nakada, Seichi**
Language Universals and Language Particulars: Implications for Second Language Teaching. ED 144 392
- Nash-Webber, Bonnie Lynn**
Anaphora: A Cross Disciplinary Survey. Technical Report No. 31. ED 144 039
- Natchez, Gladys**
Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded. ED 144 011//
- Naun, Ruth A.**
Paraprofessionals--Changes in Minority Group Women After Four Years of College. ED 143 914
- Nebel, S. Sue**
Literature in Translation: Meeting the Challenges. ED 144 391
- Nee, John G.**
The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project. ED 143 793
- Nelsen, Edward A.**
Effects of the Approval Motive Upon Resistance to Temptation Under Contrasting Incentive Conditions. ED 144 699
Resistance to Temptation and Moral Judgment: Behavioral Correlates of Kohlberg's Measure of Moral Judgment. ED 144 706
- Nelson, Frank W.**
Supervisory Skills for Geriatric Care. ED 143 776
- Nevius, John**
Experience and Transfer: Steps to Cognitive Thinking in Young Children. ED 144 675
- Newlove, Beulah W.**
A Manual for Assessing Open-Ended Statements of Concern About an Innovation. ED 144 207
- Newton, Mark, Comp.**
Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844
- Nichols, Eugene D.**
First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14. ED 144 812
- Nicol, Joseph**
Lexique Mandingue-Francais (Mandinka-French Lexicon). ED 144 352
- Nilson, Carolyn**
The Variables of Capacity Building: A Process Design Action Research Report. ED 144 549
- Noddings, Nel**
A Report of the NIE Curriculum Development Conference (Washington, D.C., November 17-19, 1976). ED 144 217
- Nolan, Edwin J.**
Expectations of Beginning Counselors. ED 143 994
- Norrie, Janice**
Suicidal Fantasies and Positive/Negative Effects. ED 143 938
- Norris, Ruby Lee, Ed.**
Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III. ED 144 052
- Nuffer, Ellen L.**
The Effects of Density and Partitioning on Children's Behavior. ED 144 721
- Nyquist, Ewald B.**
Maintaining Excellence in the Management of Decline. ED 144 239
- Nyre, Glenn F.**
Faculty Development in Perspective: A Systems Concept. ED 144 444
Policy and Evaluation in the Health Professions. ED 144 447
- From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges. ED 144 446
- A View from the Top Looking Sideways: Professional Schools and Professional Development. ED 144 443
- Oakland, Thomas, Ed.**
Psychological and Educational Assessment of Minority Children. ED 145 021//
- O'Banion, Terry, Ed.**
Developing Staff Potential. New Directions for Community Colleges, Number 19. ED 144 627
- O'Brien, Bernadette C.**
Learning to Read through the Arts and Humanities: A Reading Program--An Art Program. ED 144 029
- O'Connell, Daniel C.**
Temporal Analysis of English and Spanish Narratives. ED 144 369
- O'Connell, Dorothy, Comp.**
Research Relating to Children. Bulletin 38: September 1976-February 1977. ED 144 718
- Odell, Lee**
Teachers of Composition and Needed Research in Discourse Theory. ED 144 063
- O'Hare, Christopher**
Relationship Among Group Leader and Participant Behaviors and Therapeutic Process. ED 143 975
- O'Hayre, John**
Gobbledygook Has Gotta Go. ED 144 073
- Ohlin, Thomas**
Current Work on Telecommunications Policies and Structures. ED 144 134
- O'Leary, Jeanne M.**
Women's Labor Force Activity in Metropolitan and Nonmetropolitan Areas, 1960-1970. ED 144 731
- O'Leary, Virginia E.**
Causal Explanations for the Behavior of Women and Men: Two Different Schema? ED 143 962
- Oller, John W., Jr.**
How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1. ED 144 394
- Olley, J. Gregory**
The Effect of External Reward on Interest and Quality of Task Performance in Children of High and Low Intrinsic Motivation. ED 144 702
- O'Neal, A. Fred**
Specification and Development of Computer Aids to ISD. ED 144 529
- O'Neil, James M.**
Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//
- O'Reilly, Charles A., III**
Supervisors and Peers as Information Sources and Individual Decision Making Performance. ED 143 949
- Osli, Frank A.**
Developmental Scores of Iron Deficient Infants and the Effects of Therapy. ED 144 719
- Osterman, Dean N.**
Selection and Evaluation of Alternative Teaching Methods in Higher Education. ED 144 587

- Ott, Mary Diederich**
Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.
ED 144 467
- Outlaw, Patricia**
Cognitive Predictors of College Success in Disadvantaged Students.
ED 143 964
- Overgaard, Herman, Ed.**
Problems of Social Science Research at Smaller Canadian Universities.
ED 144 441
- Owens, Thomas R.**
NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.
ED 143 775
- Owoc, Paul**
Analysis of Consumer Information Products Collected.
ED 144 544
- Pablo, Sally Giff**
Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.
ED 144 757
- Pack, Alice C., Ed.**
TESL Reporter, Vol. 10, No. 4.
ED 144 363
- Paden, Jon S.**
How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.
ED 144 221
- Pagano, Nicholas A., Jr.**
Integrated Living for Severely Disabled People: A Radical Approach.
ED 143 943
- Page, Horace A.**
Changes in Attitudes Toward Target Groups and in Self-Acceptance as a Function of Paraprofessional Skills Training and Help-Giving Behaviors.
ED 143 952
- Palmer, Bonnie E.**
Community Development: Possibilities for Effective Indian Reservation Child Abuse and Neglect Efforts.
ED 144 757
- Panek, Paul E.**
Differences in Readability: Its Effects Upon the Interpretation of Past Sex Bias Literature.
ED 144 006
- Pankey, William B.**
The Evolution of Early Individual Differences in Orientation Towards Peers.
ED 144 676
- Paradise, Louis V.**
The Ethical Behavior of Counselors: New Directions in Ethical Behavior Research.
ED 143 918
- Parish, Ralph**
A Report on Facilitating Educational Change with Local School Districts through the National Diffusion Network.
ED 144 559
- Parish, Thomas S.**
Mapping Sex Group Stereotypes of Elementary and High School Students.
ED 143 913
- Parker, Ronald K.**
A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997
A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014
- Parks, Darrell L., Ed.**
An Instructional System Design for Vocational Education.
ED 143 888
- Parnes, Herbert S.**
Middle-Aged Job-Losers.
ED 143 864
- Parsons, Gary L.**
An Assessment of the Impact of Implementing Innovative Teaching Methods on Teaching Loads at Golden West College.
ED 144 633
- Partnow, Patricia H.**
The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.
ED 144 914
The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aance....
ED 144 915
- Passow, A. Harry**
Secondary Education Reform: Retrospect and Prospect.
ED 144 168
- Paterson, John J.**
A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.
ED 144 167
- Paulston, Christina Bratt**
Linguistic Aspects of Emigrant Children.
ED 144 340
- Pedulla, Joseph J.**
Shifts in Teacher Ratings of Students Resulting from Standardized Test Scores.
ED 144 947
- Pellegrino, James W.**
Response Generation Norms for Verbal Analogies.
ED 144 046
- Pelton, Robert W.**
Writer's Research Handbook: The Research Bible for Freelance Writers.
ED 144 081//
- Pemberton, Dixie A.**
A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.
ED 144 827
- Perkins, John A.**
The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.
ED 144 422
- Persson, Olle**
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611
- Peters, Richard O., Ed.**
Man in His World.
ED 144 790
- Peterson, Evan T.**
Changes in the Adolescent-Parent Relationship according to Sex Role.
ED 144 907
- Peterson, Robert M.**
The Work Ethic in Career Education Materials.
ED 143 778
- Pettigrew, Nancy J.**
Effect of Farm Background on Attitudes of Agricultural Students at Clemson University.
ED 144 742
- Picou, J. Steven**
Motivational Determinants of Status Aspirations: Comments on Sex Variations.
ED 144 763
- Piediscalzi, Nicholas, Ed.**
Teaching about Religion in Public Schools.
ED 144 857
- Pigat, Henri**
Communications Policies and Structures.
ED 144 128
- Pines, Ayala**
Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers.
ED 143 961
- Pino, Rene F.**
Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study.
ED 144 981
Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III).
ED 144 192
Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III).
ED 144 193
- Piorkowski, Joan L.**
Overcoming Student and Faculty Resistance to Remediation: Course-Related Tutoring in Communication Skills.
ED 144 087
- Ploch, Louis A.**
The Reversal in Migration Patterns -- Some Rural Development Consequences.
ED 144 743
- Plotz, Robert L., Comp.**
Gerontology: An Annotated Bibliography and Supplement.
ED 143 911
- Plummer, Gordon S.**
The Historic Context for Visual Literacy: Walter Smith and Others.
ED 144 027
- Podolsky, Arthur**
Basic Student Charges 1972-73 and 1973-74.
ED 144 507
- Poirier, Jeannine M.**
An Analysis and Comparison of Two Short Writings: "Inaugural Address at the University of St. Andrew's" by J.S. Mill and "The University of Utopia" by R.M. Hutchins, Based on Five Criteria.
ED 143 774
- Pool, Ithiel de Sola**
Refocusing Government-Communications Policy.
ED 144 137
- Poppenhagen, Brent W.**
A Comparison of Elementary School Principals to Junior/Middle and Senior High Principals on Perceived Job Related Tension, Participation in Decision Making, Job Involvement and Job Satisfaction.
ED 144 226
- Potter, Ellen F.**
Children's Expectancy of Criticism for Classroom Achievement Efforts.
ED 143 944
- Powell, Barbara Schieffelin**
Intensive Education: The Impact of Time on Learning.
ED 144 195
- Powell, Jack V.**
Teacher Verbal Feedback during Primary Basal Reading Instruction.
ED 144 047
- Prater, Merle Pafford**
A System Approach to the Development of a Wildland Setting and Associated Program for Environmental Education.
ED 144 785
- Pratt, Joanne H.**
Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition.
ED 144 799
- Prenner, C. J.**
A Uniform Notation for Expressing Queries.
ED 144 598

312 Author Index

- Prescott, Suzanne**
Oracle or Monacle: Research Concerning Attitudes Toward Feminism.
ED 143 991//
- Prestwood, J. Stephen**
Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3.
ED 144 999
- Price, William F.**
Euthanasia Acceptance: An Attitudinal Inquiry.
ED 143 919
- Proger, Barton B.**
The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.
ED 144 269
- Proger, Barton B., Ed.**
Research and Applied Theory in Special Education: Conversations with the Experts.
ED 144 268
- Prosser, Michael H.**
The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977.
ED 144 155
- Prout, Peter F.**
Community Schools in Canada.
ED 144 252
- Provost, David H.**
Change Agent in a Multicampus System.
ED 144 501
- Pyrce, Sharon R.**
Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976.
ED 144 590
- Quanty, Michael**
Initial Job Placement for JCCC Career Students, Classes of 1973-1976.
ED 144 666
- Quinn, Jeanette**
A Tri-Curriculum Approach to Learning: Health Education-Social Studies-Career Education. Levels One to Four/Grades One to Six.
ED 144 866
- Rainwater, Lee**
The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
ED 143 854
- Ramond, Charles**
Advertising Research: The State of the Art.
ED 144 072//
- Ramos, Teresita V.**
Tagalog for Beginners. PALI Language Texts: Philippines.
ED 144 358//
- Ratekin, Ned**
The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.
ED 144 002
- Ree, Malcolm James**
Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.
ED 144 996
Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.
ED 145 000
- Reid, Barbara**
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report.
ED 144 329
- Reitzel, Armeda**
The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.
ED 144 408
- Ressler, Ralph**
Alternatives to Contemporary Exploratory Programs. Final Report.
ED 143 880
- Rest, James**
Development in Judging Moral Issues-A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.
ED 144 980
- Restle, Frank, Ed.**
Cognitive Theory. Volume 1.
ED 144 021//
- Reubens, Beatrice G.**
Bridges to Work: International Comparison of Transition Services.
ED 143 853
- Reveal, Arlene Hadfield**
Library Instruction and Team Teaching.
ED 144 604
- Reynolds, Carl**
The Relationships Between Cerebral Dominance and Different Mental Abilities.
ED 143 895
- Ribovich, Jerilyn K.**
Comprehension of Syntactic Structures in Oral Language and Its Relationship to Reading Comprehension in First-Grade Children.
ED 144 103
- Richards, C. Steven**
Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography.
ED 143 989//
- Richardson, Richard C.**
The Need for Institutional Planning. ER-IC/Higher Education Research Currents.
ED 144 511
- Richter, Melissa Lewis**
Women and Career Options. Expanding Career Opportunities for Women in Higher Education.
ED 144 440
- Rinnander, Elizabeth, Comp.**
About Administration and Governance.
ED 144 631
- Ripley, Randall B.**
CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.
ED 143 810
- Ripley, William K.**
A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised.
ED 143 782
A Training Module: Developing a Job Entry, Individualized Curriculum.
ED 143 783
A Training Module: Developing a Learning Activity Package.
ED 143 781
- Rivers, L. Wendell**
The Disruptive Student and the Teacher. NEA Professional Studies Series.
ED 144 931
- Rizzitello, Theresa, G.**
An Annotated Bibliography on Movement Education.
ED 144 936
- Rizzo, William A.**
Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment.
ED 144 589
- Roberts, Michael C.**
The Effects on Adults of Being Imitated by Children: A Review and Methodological Critique.
ED 143 972
- Rodriguez, German**
Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977.
ED 144 851
- Roettger, Doris**
Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.
ED 144 009
- Rogers, Donald P.**
The Content of Organizational Communication.
ED 144 123
- Rohe, William M.**
The Effects of Density and Partitioning on Children's Behavior.
ED 144 721
- Rolf, Carol**
A Study of Engineering Students.
ED 144 456
- Rosaler, Jean A.**
Across the Great Divide: Teachers and Administrators Interpret Research Findings.
ED 144 180
- Rose, Clare**
Evaluation: The Misunderstood, Maligned, Misconstrued, Misused and Missing Component of Professional Development.
ED 144 448
Faculty Development in Perspective: A Systems Concept.
ED 144 444
Faculty Evaluation in an Accountable World: How Do You Do It?
ED 144 442
The Pathways and Pitfalls to Instructional Improvement.
ED 144 445
Policy and Evaluation in the Health Professions.
ED 144 447
From Retrenchment to Renewal: Faculty Development and Innovation in the California State University and Colleges.
ED 144 446
- Rosenbaum, Nelson**
Land Use and the Legislatures: The Politics of State Innovation. Land Use Series.
ED 144 256
- Rossi, Robert J.**
Summaries of Major Title I Evaluations, 1966-1976.
ED 145 012
- Roswell, Florence G.**
Reading Disability: A Human Approach to Learning. Third Edition, Revised & Expanded.
ED 144 011//
- Rowe, Helga A. H.**
The Comparability of WISC and WISC-R. Occasional Paper No. 10.
ED 144 992//
- Rowe, Wayne**
Automated Versus Conventional Systematic Desensitization: A Study of Comparative Effectiveness.
ED 143 904
- Rubin, Arthur I.**
Energy Conservation in Buildings-A Human Factors/Systems Viewpoint. NBS Building Science Series 88.
ED 144 249
- Ruhlen, Merritt**
A Guide to the Languages of the World.
ED 144 364//
- Rushton, James, Ed.**
Education for the Professions.
ED 144 494//
- Russell, Michael L.**
Counseling Applications in Medical Settings: Counseling Skills for Residents in Family Practice.
ED 143 891
A Program of Clinical Research Development: Developing Decision Making Skills in Children.
ED 143 909
- Rutledge, Mark**
The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12.
ED 144 668
- Ryan, Charles W.**
Career Education in Higher Education. An Infusion Model.
ED 143 814

- Ryan, John W.**
Degree Designations at U.S. Graduate Schools.
ED 144 426
- Ryan, Steve S.**
An Adjective Rating Scale for Film Previews.
ED 144 157
- Saad, Geti, Comp.**
Selected Bibliography of Educational Materials in Pakistan, Vol. 10, No. 1, 1976, Period Covered January-March 1976.
ED 144 916
- Sachs, Jacqueline**
Talking about the There and Then.
ED 144 390
- Sallop, Marvin B.**
Itinerant Teachers of the Hearing Impaired: What Do They Really Do?
ED 144 273
- Sams, Henry W.**
The Academic Administration of Research: A Descriptive Analysis.
ED 144 506
- Samuel, Patricia A.**
Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.
ED 144 421
- Samuelson, Janet**
The Meeting Ground of Creative Writing and Composition.
ED 144 057
- Sanders, Janet Snyder**
Utilization of Lines of Communication within the Administration of the University of Kansas Described by ECCO Analysis.
ED 144 113//
- Sanders, Keith R.**
The Uses of the 1976 Presidential Debates in Electoral Decision Making.
ED 144 162
- Sanderson, Richard A.**
Documentary Elements in Early Films.
ED 144 122
- Sanford, Mark**
Making It In Graduate School.
ED 144 492//
- Sange, Sally Harris, Ed.**
Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III.
ED 144 052
- Sather, Gregory A.**
Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.
ED 144 967
- Saul, Jane**
Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//
- Sau-Lim, Tsang**
Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.
ED 145 007
- Saye, Jerry D.**
An Examination of the Bibliographic Control Devices of the Library of American Civilization.
ED 144 591
- Shallert, Diane L.**
Analyses of Differences between Written and Oral Language. Technical Report No. 29.
ED 144 038
- Shank, Roger C.**
Research at Yale in Natural Language Processing. Research Report #84.
ED 144 560
- Schell, Robert E.**
Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego.
ED 143 969
- Schickedanz, Judith, Ed.**
Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.
ED 144 024
- Schiff, Charlotte**
Initiating, Organizing and Administering a Learning to Read through the Arts and Humanities Program in a School District and a School Building.
ED 144 030
- Schlenker, Richard M.**
Home Brew Salinity Measuring Devices: Their Construction and Use.
ED 144 838
- Schleppenbach, John**
Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.
ED 144 395
- Schmid, Margaret**
Oracle or Monacle: Research Concerning Attitudes Toward Feminism.
ED 143 991//
- Schneider, Gerd K.**
Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1977.
ED 144 413
- Schriner, Eldon C.**
Social and Economic Determinants of the Level of Support for Environmental Protection and Economic Growth in a Rural Population.
ED 144 727
- Schroeder, Anita**
Job Placement Services Provided by Public School Systems in the United States, 1976.
ED 143 926
- Schultz, Theodore W.**
Economic Analysis of Investment in Education. A Grant Award. Final Report.
ED 144 211
- Schulz, Joan**
Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.
ED 144 255
- Scott, Myrtle, Ed.**
Current Issues in Child Development.
ED 144 677//
- Seegmiller, Bonni R.**
Measuring Sex Role Development: A Comparison of Two Methods.
ED 144 985
- Seeman, Robert**
Future Review of CAI and the Coming of Videodisk Technology.
ED 144 526
- Self, George D.**
The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure.
ED 144 921
- Selman, Robert L.**
Observing Interpersonal Reasoning in a Clinic/Educational Setting: Toward the Integration of Developmental and Clinical-Child Psychology.
ED 144 700
- Seltz, Nancy C., Ed.**
Meeting the Educational and Occupational Planning Needs of Adults.
ED 143 885
- Sergean, R.**
Librarianship and Information Work: Job Characteristics and Staffing Needs.
ED 144 581
- Service, Allan L., Ed.**
Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge.
ED 143 862
- Servin, Belen**
ERIC/Higher Education Research Report No. 4., 1977.
ED 144 439
- Servin, Belen**
The English-as-a-Second-Language Child's Learning of Grammar and Syntax.
ED 144 346
- Severson, Herbert H.**
The Use of Biofeedback and Relaxation Training by School Psychologists.
ED 143 945
- Shaltry, Paul**
Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System.
ED 143 869
- Shaltry, Paul**
Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.
ED 143 866
- Shanahan, John J.**
Statewide Community College Services.
ED 144 669
- Sharac, Jo-Anne S.**
Intransitivity and Vocational Needs. University of Minnesota Work Adjustment Project Research Report No. 53.
ED 143 946
- Sharda, Bam Dev**
Industrialization and the Processes of Stratification in Rural Societies: A Comparison of Rural India and Rural United States.
ED 144 762
- Shaver, James P.**
A Cognitive Decision-Making Approach to Ethics Education: Focus on Public Issues.
ED 144 917
- Shaver, James P.**
Moral Development and Ethical Decision-Making: Theory and Faddism.
ED 144 868
- Shaw, Patrick W.**
Teaching Assistants in the New Century.
ED 144 092
- Shea, Joseph J.**
The Relationship between Measures of Home Environment and School Achievement of Follow Through Children.
ED 144 955
- Shephard, Susann**
Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.
ED 144 225
- Shepherd, Terry R.**
The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.
ED 144 400
- Sheppard, N. Alan**
An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000.
ED 143 903
- Sherry, Margaret**
Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037
- Shigley, Forrest**
Final Report of Curriculum and Development in Arts Education.
ED 144 852
- Shoemaker, Byrl R.**
An Instructional System Design for Vocational Education.
ED 143 888
- Shorkey, Clayton T.**
Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography.
ED 143 987//
- Shortlidge, Richard L., Jr.**
The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers.
ED 143 862

- Showalter, Robert G.**
Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report.
ED 144 335
- Shuman, R. Baird**
Questions English Teachers Ask.
ED 144 107//
- Siebert, Fred S.**
Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report.
ED 144 140
- Siegrist, David Stephen**
Language and Bilingual Education.
ED 144 382
- Silver, Michael**
Values Education. Developments in Classroom Instruction.
ED 144 853//
- Silver, Sheila**
Women in Media: A Documentary Source Book.
ED 144 141//
- Silverman, Charles, Ed.**
HighScope Educational Research Foundation. Report 1975-76.
ED 144 530
- Silvern, Steven B.**
Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis.
ED 144 717
- Simpson, Audrey K.**
Are First Grade Indian Children Ready to Read?
ED 144 016
- Sinaud, Andre**
Spoken Chad Arabic.
ED 144 356
- Singer, Frank**
Acceptance Testing--Course Readiness Measurement.
ED 144 975
- Singleton, Cleavonne**
The Lasting Properties of Word-Counts.
ED 144 116//
- Singleton, H. Wells**
Cooperative Skill Development in Equal Status Small Groups.
ED 143 966
- Singleton, Thelma M.**
Look Before you Leap. A Guide on Continuing Your Education.
ED 144 496//
- Sipple, Jo-Ann M.**
Instructional Strategies for Teaching Writing.
ED 144 077
- Sireno, Peter J.**
Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report.
ED 143 858
- Sismondo, Sergio**
A Multi-Level Policy Research Paradigm: Implications for Rural and Regional Development.
ED 144 737
- Skerrett, Karen**
Transition to Marriage: The Differences Between Traditional and Nontraditional Courtship Patterns on Early Marital Adjustment.
ED 143 978
- Skubinna, Kaye**
A Developmental Group Counseling Program for Elementary Schools.
ED 143 968
- Smiley, Lydia R., Ed.**
Educational Considerations for the Learning Disabled Adolescent: Selected Papers.
ED 144 330
- Smith, Delia Gimenez-Cuervo**
Position of Inserted Questions and Ability in Learning from Prose.
ED 144 050//
- Smith, Eleanor**
Graphics in Text: A Bibliography. Monograph No. 6.
ED 144 018
- Smith, Eugene**
Composition Topics that Fructify.
ED 144 093
- Smith, M. Dwayne**
The Influence of Gender Difference on Perceptions of Self-Esteem: An Unobtrusive Measure.
ED 144 921
- Smith, Patricia, Ed.**
The Impact of the Basic Grant Program on the States.
ED 144 431
- Smith, Richard H.**
Affirmative Action and the New York City Public School System.
ED 145 025//
- Smith, Robert M., Ed.**
Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.
ED 144 125
- Smith, Sheela**
Lessons in Colloquial Hindustani for Fiji.
ED 144 353
- Snider, J. C.]**
Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report 1 July 1968-31 December 1968.
ED 144 997
- Soares, Anthony T.**
The Self Concept: Mini, Maxi, Multi?
ED 143 934
- Soares, Louise M.**
The Self Concept: Mini, Maxi, Multi?
ED 143 934
- Sobin, Nicholas**
Notes on the Acquisition of Interrogative-Word Questions.
ED 144 377
- Sodowsky, Roland E.**
Freshman Speech, Freshman Writing: A Linguistic Comparison.
ED 144 099
- Sokolowski, Kathleen**
Exploring the Applied Arts. Publication No. 0041.
ED 143 798
- Sole, Yolanda R.**
Hispanic Organizational Interest in Language Maintenance.
ED 144 362
- Soles, Stanley**
Non Traditional Doctoral Programs in Education: Success Criteria and Evaluation Strategies.
ED 144 954
- Solmon, Lewis C.**
Job Satisfaction After College--The Graduates' Viewpoint.
ED 143 927//
- Solomon, Trudy**
Brainwashing and Psychotherapy: The Care of Children in Residential Treatment Centers.
ED 143 961
- Spadafore, Gerald J.**
Cognitive Dissonance Paradigm: A Technique to Improve the Effectiveness of the TEAM Approach.
ED 144 263
- Spain, Bernie**
The Child with Spina Bifida.
ED 144 315//
- Spangenberg, Ronald W.**
Territoriality in Carrel Design.
ED 144 568
- Sparkman, Brandon**
Preparing Your Preschooler for Reading: A Book of Games.
ED 144 012//
- Spiegel, Dixie Lee**
Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037
- Spivey, Glenward L.**
Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.
ED 143 822
- Spreadbury, Connie**
Predictors of Attitudes toward Childlessness.
ED 144 908
- Stanek, R. A.**
A Model for Testing Rival Hypotheses in Longitudinal Social Problems.
ED 144 966
- Stark, Jeanne A.**
A Comparison of the Perceptions of Associate Degree and Baccalaureate Degree Nursing Faculty and Nursing Service Administrators in Regard to Terminal Competencies of Associate and Baccalaureate Degree Nursing Graduates.
ED 144 626
- Steel, Lauri**
Education and Career Development: An Empirical Basis for Policy Formulation.
ED 143 789
- Steffe, Leslie P.**
Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9.
ED 144 808
- Stego, Eskil**
The Role of the School Leader and a Training Programme.
ED 144 166
- Steinberg, Laurence D.**
Family Interaction in Early Adolescence.
ED 143 925
- Steinberg, Lois Saxelby**
Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.
ED 144 869
- Steinkerchner, Raymond E.**
Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings.
ED 144 573
- Stekel, Karen W.**
Persistence and Achievement.
ED 143 915
- Stephens, Don S.**
Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1.
ED 144 401
- Stephens, Richard**
Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1.
ED 144 209
- Stevens, Denise A.**
Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes.
ED 143 970
- Stier, William F., Jr.**
Academic Freedom and Academic Tenure
ED 144 475
- Stine, Peter W.**
"Listen, My Children, and You Shall Hear": An Oral Approach to Correcting Written Errors.
ED 144 106
- Stoehr, Keith W.**
Development of a Model for a Senior Citizen Bureau. Final Report.
ED 144 665
- Stoel-Gammon, Carol**
Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

- ED 144 383
- Stokley, Gary M.**
Perceptions of a Tri-Racial Community: Adults vs. Adolescents. ED 144 740
- Storck, Patricia A.**
Aging: A Kindergarten Curriculum. ED 144 680
- Stovall, Richard L.**
British Union Debating: An Eclectic Approach. ED 144 146
- Strenglein, Denise**
A Study of Engineering Students. ED 144 356
- Stuart, Richard B.**
Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service. ED 143 980//
- Stump, Thomas A.**
Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1. ED 144 402
- Sullivan, Joanna**
A Comparison of Strategies in Critical Reading of Good and Poor Comprehenders in Sixth and Eighth Grades. ED 144 015
- Sullivan, Ruth Christ, Comp.**
Autism: An Annotated Bibliography of Films, Videotapes, and Audiotapes. Revised June 1977. ED 144 299
- Sundberg, Norman D.**
From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University. ED 144 517
- Sung, Robert**
A Multicultural Social Studies Series. Book 1. Europe. ED 144 389
Placement Tests for Golden Mountain Reading Series. ED 144 388
- Suydam, Marilyn N.**
Activity-Based Learning in Elementary School Mathematics: Recommendations from Research. ED 144 840
- Swanson, Lee**
An Alternative to Psychoeducational Diagnosis of Learning Disabilities: The Redemption of the Classroom Teacher. ED 144 337
- Sykes, Vivian**
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
- Szabo, Michael**
The Woolly Mammoth as a Computer-Simulated Scientific Problem-Solving Tool. ED 144 588
- Tanner, Helen Hornbeck**
The Ojibwas, A Critical Bibliography. ED 144 749//
- Tasch, E. Gerald**
Utilization of the Discrepancy Analysis System in the Organizational Development of Teaching Problem Solving at the University of Louisville School of Dentistry. ED 144 842
- Tatham, Elaine L.**
Educational Research and Planning as a Career Option for a Mathematics Major. ED 144 667
- Tatum, Charles M.**
A Selected and Annotated Bibliography of Chicano Studies. SSSAS: Bibliographies 101. ED 144 775//
- Teitelbaum, Herbert**
Bilingual Education: Current Perspectives. Volume 3: Law. ED 144 378
- Ten Broeck, Elsa**
Extended Family Center 1972-1975. Final Report. ED 144 339
- Teyber, Edward C.**
Adult Responses to Child Communications. ED 143 950
- Thelin, John R.**
The Cultivation of Ivy: A Saga of the College in America. ED 144 491//
- Thomas, David**
Working with Children: A Program Prepared for a Residential Facility for Girls with Special Problems. ED 144 694
- Thomas, Earl P., Ed.**
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program. ED 144 430
- Thomas, Edward G.**
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised. ED 143 848
- Thomas, James A.**
Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974. ED 144 912
- Thompson, Ian M., Ed.**
Colleges and Universities as Agents of Social Change. ED 144 503
- Thompson, Mark E.**
The Psychology of Learning: Theory and Applications for Educators. ED 143 889
- Thomson, Scott**
Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1. ED 144 209
- Thoren, Goran**
KOMPOST--A Compression Method for Structured Files. ED 144 610
- Tingey, Lana Mae Thomas**
Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education. ED 143 849
- Tittle, Carol K.**
Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899
- Tobias, Sigmund**
Persistence and Achievement. ED 143 915
- Todd, Frankie**
Communication and Learning in Small Groups. ED 144 139//
- Toder, Eric J.**
Equalizing Educational Expenditures: A Welfare Analysis of Some Plans for Reform of Spending on Public Education. Final Report. ED 144 253
- Tolson, Francine L.**
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4. ED 144 244
- Torge, Herman**
Bradford School Study. ED 144 189
- Torigoe, Rod**
Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//
- Townsend, David J.**
Formal Differences in Main and Subordinate Clauses as a Product of Comprehension Strategies. ED 144 418
- Tracey, Terence**
Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//
- Trachtenberg, Francine Zorn**
Women and Career Options. Expanding Career Opportunities for Women in Higher Education. ED 144 440
- Traub, Nina**
Recipe for Reading. Second Edition, Revised and Expanded. ED 144 028//
- Travers, Kenneth J.**
International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix. ED 144 822
- Tricamo, Terese**
Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area. ED 144 867
- Trimble, C. Scott**
Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report. ED 144 177
Kentucky Quality Education Study: 1974-75. Technical Report. ED 144 176
- Tucker, Jamie, Comp.**
Good Ideas: An Activity Book for Early Childhood. ED 144 285
- Tudor, Dan**
Compendium of Selected Data & Characteristics, 1976-1977. ED 144 664
- Tully, Randolph R., Jr., Ed.**
A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs. ED 144 332
- Turner, Clinton V.**
An Analysis of Problems and Perspective of the Black Aged: Preparation for the Year 2000. ED 143 903
- Turner, John D., Ed.**
Education for the Professions. ED 144 494//
- Turner, Ruth**
Project: Zero Reject. A System for Locating and Planning for Unserved Handicapped Children. ED 144 312
- Ullah, Ifram**
Major Issues of the World Administrative Radio Conference 1979. ED 144 127
- Underwood, Benton J.**
The Simultaneous Acquisition of Multiple Memories. ED 144 044
- Vale, C. David**
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4. ED 144 962
- Van de Graaff, John**
The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper. ED 144 486

316 Author Index

- Van de Graffe, John F.**
Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper.
ED 144 478
- Van Pool, Gerald M.**
Improving Your Student Council.
ED 144 200
- Van Steenberg, Carol L.**
Get KWIC Help: An Information Service to Assist Trainers in Aging.
ED 143 912
- Van Stolk, Mary**
Monkey See, Monkey Do.
ED 144 541
- Verner, Zenobia, Ed.**
Writing.
ED 144 061
- Vetter, Betty M.**
Supply and Demand for Scientists and Engineers. A Review of Selected Studies.
ED 144 831
- Vivolo, Robert**
A Guide to Information on Equal Educational Opportunity.
ED 145 060
- Vodola, Thomas M.**
A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services.
ED 144 317
- Voight, Nancy L.**
Effects of Social Modeling, Cognitive Structuring, and Self-Management Strategies on Affective Self-Disclosure.
ED 143 917
- Voss, Paul R.**
Migrant Characteristics of a "Turnaround" Area: 1965-70 Immigration to a 45-County Subarea of the Upper Great Lakes.
ED 144 774
- Wade, George H.**
Fall Enrollment in Higher Education, 1975. Summary Report.
ED 144 451
- Walker, Charles J.**
Cognitive Development and the Cognition of Horizontal and Vertical Social Structures.
ED 143 963
- Wall, Janet**
Objective-Referenced Measure in Mathematics. Summary Report.
ED 144 832
- Wallenstein, Barry**
Why is Poetry Difficult?
ED 144 055
- Waller, Robert A.**
Articulation in the Social Sciences: Who Needs It?
ED 144 670
- Walsh, Victor**
The Exploration of the Outward Bound Process.
ED 144 754
- Walton, E. V.**
The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction.
ED 144 266
- Wang, Margaret C.**
Maximizing the Effective Use of School Time by Teachers and Students.
ED 144 932
Planning Instruction and Monitoring Classroom Processes with Computer Assistance.
ED 144 523
- Wangsgard, Lynnda**
A Handbook and Orientation Procedure: Weber County Library, Ogden, Utah.
ED 144 605
- Ward, Ted**
Experience Teachers! Kit #5: Tapes Teach.
ED 144 309
- Experience Teachers! Kit #7: Simulations Teach.**
ED 144 311
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts.**
ED 144 305
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning.**
ED 144 307
- Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education.**
ED 144 308
- Ward, William**
Providing Organizational Development Skills (PODS): A Combined Training Program.
ED 144 190
- Warner, Allen R.**
Developing Performance Objectives for the Social Studies.
ED 144 911
- Warshavsky, Belle**
The Concurrent Validity of the Third Grade New York State Pupil Evaluation Program in Reading with Standardized Tests of Reading, Intelligence, and Cloze.
ED 144 957
- Watts, Eldon**
Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.
ED 144 301
- Wearne, Diana Catherine**
Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407.
ED 144 958
- Weckler, Elaine, Comp.**
IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976.
ED 144 324
- Weibull, Lennart**
Periodicals in Politics: Results from a Swedish Survey.
ED 144 058
- Weiner, Stephen**
Operational Incentives and the Growth of Competition in the Education Sector.
ED 144 659
- Weinstein, Claire E.**
Cognitive Elaboration Learning Strategies.
ED 144 953
- Weisberg, Herbert I.**
A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.
ED 144 944
- Weiss, David J.**
Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3.
ED 144 999
A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4.
ED 144 962
- Werking, Richard Hume**
Lawrence University's Library Service Enhancement Program: A Report on the Planning Year.
ED 144 576
- West, Leonard J.**
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.
ED 145 008
- Weybright, Loren D.**
Young Children's Ideas About, and the Practice of Their Own Rules in Imaginative Play.
ED 143 957
- Wheeler, Donald F.**
The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.
ED 144 483
- White, Patrick E.**
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised.
ED 143 848
- Whitmore, Paul G.**
Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report.
ED 144 943
- Wijx, Axel**
Regularized English/Regularized English: A Proposal for an Effective Solution of the Reading Problem in the English-speaking Countries.
ED 144 004//
- Wilcox, Margaret R.**
A Sample Assessment of Cognitive Development in the School-Age Child.
ED 143 897
- Wilhelms, Fred T.**
The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.
ED 143 920
- Wilhoit, G. Cleveland**
Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4.
ED 144 051
- Williams, Clive**
A Study of Discontinuation in the University of Sydney 1973-74. University of Sydney Student Counselling Service Research Report Number 2 Sydney University (Australia) Student Counselling Service.
ED 144 515
- Williams, Harry**
Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography.
ED 143 987//
- Williams, John D.**
Testing and the Testing Industry: A Third View.
ED 144 941
- Williams, Ruthann E.**
Presidential Evaluation.
ED 144 643
- Williams, Shirley Key**
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide.
ED 144 692
- Williamson, William L., Ed.**
A Search for New Insights in Librarianship: A Day of Comparative Studies.
ED 144 579
- Willie, Charles**
A New Look at Black Families.
ED 145 020//
- Wills, J. Robert**
Student Evaluation of Co-Curricular Production Activity.
ED 144 159
- Wilson, Craig B.**
Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.
ED 144 407
- Wilson, Gerald L.**
Organizational Behavior Modification and Management by Objectives: Implications for Change in Organizational Communication Training.
ED 144 143
- Wilson, H. Greg.**
Catalogue of Material Relating to Correspondence Education with Stress on Attrition.
ED 144 548

- A Quest for Control of Attrition from Correspondence Study. Volume I: Text. ED 144 546
 Quest for Control of Attrition from Correspondence Study. Volume 2: Data. ED 144 547
- Winick, Mariann Pezzella**
 Films for Childhood Educators. ED 144 574
- Winkelfohann, Rosemary, Ed.**
 Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation. ED 144 104
- Wint, Dennis M.**
 Strategies Affecting Successful Implementation of an Environmental Curriculum into Ohio Schools. ED 144 779
- Wirt, Kenneth**
 Public Television Programming by Category: 1976. ED 144 148
- Wise, James H., Ed.**
 Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977). ED 144 185
- Witkin, Herman A.**
 Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2. ED 144 946
- Wolock, Isabel**
 Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report. ED 144 336
- Woloshin, Phyllis Lerman**
 A Game Plan for Teaching Logic. ED 144 672
- Wood, Lewis Jay**
 Computer Assisted Test Construction in the BYU Library School. ED 144 602
- Wood, Stewart**
 Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13. ED 144 811
- Woods, William A.**
 Multiple Theory Formation in High-Level Perception. Technical Report No. 38. ED 144 020
- Woods, William F.**
 The Rhetorical Triangle as Direction Finder in the Composing Process. ED 144 056
- Wools, Blanche**
 Evaluation Techniques for School Library/Media Programs. A Work Shop Outline. ED 144 617
- Wooton, William**
 MSG: The Making of a Curriculum. ED 144 792
- Work, William**
 Communication Research and Instruction for an Uncertain Tomorrow. ED 144 154
- Worthington, Elliot R.**
 Adjustment Behaviors, Prior to, During, and After Army Service. ED 143 922
 The American Soldier: Those Who Make It and Those Who Do Not. ED 143 924
 Post Separation Adjustment and Women's Liberation. ED 143 908
- Yantis, John**
 Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling. ED 144 459
- Yawkey, Thomas Daniels**
 Play and Playing Processes of the Young Child in Early Education Programs: A Piagetian Analysis. ED 144 717
- Yazzie, Nora, Ed.**
 American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report. ED 144 767
- Young, Robert B., Comp.**
 Professional Associations for Two-Year College Student Development Staff. ED 144 663
- Zacher, Sy**
 Space Costing: Who Should Pay for the Use of College Space? A Report. ED 144 213
- Zannes, Estelle**
 Police Communications: Humans and Hardware. ED 144 118//
- Zelonka, J. Richard**
 Shared Decision Processes in Public Education. ED 144 174
- Zirkel, Perry A.**
 Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1. ED 144 410
- Zollinger, Ruth H., Ed.**
 Learning Disabilities: An Interdisciplinary Perspective. ED 144 323
- Zusman, Ami**
 Operational Incentives and the Growth of Competition in the Education Sector. ED 144 659
- Zwycewicz, Anne Marie**
 Cognitive Development and the Cognition of Horizontal and Vertical Social Structures. ED 143 963

the first of these is the fact that the
the second is the fact that the

the third is the fact that the
the fourth is the fact that the

the fifth is the fact that the
the sixth is the fact that the

the seventh is the fact that the
the eighth is the fact that the

the ninth is the fact that the
the tenth is the fact that the

the eleventh is the fact that the
the twelfth is the fact that the

the thirteenth is the fact that the
the fourteenth is the fact that the

the fifteenth is the fact that the
the sixteenth is the fact that the

the seventeenth is the fact that the
the eighteenth is the fact that the

the nineteenth is the fact that the
the twentieth is the fact that the

the twenty-first is the fact that the
the twenty-second is the fact that the

the twenty-third is the fact that the
the twenty-fourth is the fact that the

the twenty-fifth is the fact that the
the twenty-sixth is the fact that the

the twenty-seventh is the fact that the
the twenty-eighth is the fact that the

the twenty-ninth is the fact that the
the thirtieth is the fact that the

the thirty-first is the fact that the
the thirty-second is the fact that the

the thirty-third is the fact that the
the thirty-fourth is the fact that the

the thirty-fifth is the fact that the
the thirty-sixth is the fact that the

the thirty-seventh is the fact that the
the thirty-eighth is the fact that the

the thirty-ninth is the fact that the
the fortieth is the fact that the

the forty-first is the fact that the
the forty-second is the fact that the

the forty-third is the fact that the
the forty-fourth is the fact that the

the forty-fifth is the fact that the
the forty-sixth is the fact that the

the forty-seventh is the fact that the
the forty-eighth is the fact that the

the forty-ninth is the fact that the
the fiftieth is the fact that the

the fifty-first is the fact that the
the fifty-second is the fact that the

the fifty-third is the fact that the
the fifty-fourth is the fact that the

the fifty-fifth is the fact that the
the fifty-sixth is the fact that the

the fifty-seventh is the fact that the
the fifty-eighth is the fact that the

the fifty-ninth is the fact that the
the sixtieth is the fact that the

the sixty-first is the fact that the
the sixty-second is the fact that the

the sixty-third is the fact that the
the sixty-fourth is the fact that the

the sixty-fifth is the fact that the
the sixty-sixth is the fact that the

the sixty-seventh is the fact that the
the sixty-eighth is the fact that the

the sixty-ninth is the fact that the
the seventieth is the fact that the

the seventy-first is the fact that the
the seventy-second is the fact that the

the seventy-third is the fact that the
the seventy-fourth is the fact that the

the seventy-fifth is the fact that the
the seventy-sixth is the fact that the

the seventy-seventh is the fact that the
the seventy-eighth is the fact that the

the seventy-ninth is the fact that the
the eightieth is the fact that the

the eighty-first is the fact that the
the eighty-second is the fact that the

the eighty-third is the fact that the
the eighty-fourth is the fact that the

the eighty-fifth is the fact that the
the eighty-sixth is the fact that the

the eighty-seventh is the fact that the
the eighty-eighth is the fact that the

the eighty-ninth is the fact that the
the ninetieth is the fact that the

the ninety-first is the fact that the
the ninety-second is the fact that the

the ninety-third is the fact that the
the ninety-fourth is the fact that the

the ninety-fifth is the fact that the
the ninety-sixth is the fact that the

the ninety-seventh is the fact that the
the ninety-eighth is the fact that the

the ninety-ninth is the fact that the
the one hundredth is the fact that the

the one hundred and first is the fact that the
the one hundred and second is the fact that the

the one hundred and third is the fact that the
the one hundred and fourth is the fact that the

the one hundred and fifth is the fact that the
the one hundred and sixth is the fact that the

the one hundred and seventh is the fact that the
the one hundred and eighth is the fact that the

the one hundred and ninth is the fact that the
the one hundred and tenth is the fact that the

the one hundred and eleventh is the fact that the
the one hundred and twelfth is the fact that the

the one hundred and thirteenth is the fact that the
the one hundred and fourteenth is the fact that the

the one hundred and fifteenth is the fact that the
the one hundred and sixteenth is the fact that the

the one hundred and seventeenth is the fact that the
the one hundred and eighteenth is the fact that the

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin). As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Institution ————— **Sacramento State College, Calif.**

Title ————— **Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.**

Accession Number
ED 013 371

Abo Akademi (Finland).

Contextual Acceptability and Error Evaluation. Papers from the conference on Contrastive Linguistics and Error Analysis (Stockholm and Abo, 7-8 February 1977)

ED 144 342

Academic Collective Bargaining Information Service, Washington, D.C.

The Appropriateness of Collective Bargaining Between Educational Institutions and Their "Student/Employees": A Legal Analysis. Special Report #32.

ED 144 473

Advisory Commission on International Educational and Cultural Affairs, Washington, D.C.

The Thirteenth Report: U.S. Advisory Commission on International Educational and Cultural Affairs.

ED 144 903

Aerospace Industries Association of America, Inc., Washington, D.C.

Aerospace, Official Publication of the Aerospace Industries Association of America, Inc., Vol. 15, No. 2, Summer 1977. Goals for America: President Carter and Key Administration Leaders Report on their Goals for America.

ED 144 783

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Selected Bibliography of Educational Materials: Maghreb, Algeria, Libya, Morocco, Tunisia. Vol. 9, No. 1, 1975 [And] Vol. 9, No. 2, 1975.

ED 144 910

Air Force Human Resources Lab., Brooks AFB, Texas.

Armed Services Vocational Aptitude Battery (ASVAB Form 5): Comparison with GATB and DAT Tests. Final Report May 1975-October 1976.

ED 144 994

Armed Services Vocational Aptitude Battery (ASVAB) Correlational Analysis, ASVAB Form 2 Versus ASVAB Form 5. Final Report September 1975-August 1976.

ED 144 996

Development of the Armed Services Vocational Aptitude Battery: Forms 8, 9, and 10. Final Report 19 December 1975-31 January 1977.

ED 145 000

Differential Incentive Effects under Varying Instruction Conditions. Interim Report January 1975-June 1975.

Flexilevel Adaptive Testing Paradigm: Hierarchical Concept Structures. Final Report for Period May 1975-March 1977.

ED 144 991

Learning Incentives Preferred by University Students. Interim Report 1 July 1975-30 June 1976.

ED 144 986

Racial Equity in Selection in Air Force Officer Training School and Undergraduate Flying Training.

ED 145 029

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Computer Assisted Instruction in Air Force Medical Training: Preliminary Findings.

ED 144 573

Territoriality in Carrel Design.

ED 144 568

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

ED 143 801

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Program Improvement Priorities for Vocational Education. Summary Report.

ED 143 823

Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.

ED 143 822

Alaska Native Education Board, Inc., Anchorage.

The Athabaskan Indians of Interior Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] A View of the Past [And] Northern Chronicle [And] Tetlin as I Knew It [And] Before the Hunt [And] Athabaskan Artifact Cards [And] Younger Sister and Spider Woman [And] When People Meet Animals [And] Needzeek--The Boy that Went to the Moon [And] Koyukon Riddles [And] Artifact Information Book.

ED 144 914

The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and

the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aanee....

ED 144 915

Alaska State Dept. of Education, Juneau.

A Guide to the Development of Program Statements and Educational Specifications for Small Secondary Schools.

ED 144 232

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Aquaculture: A Course of Study for Sand Point Secondary School.

ED 144 788

Alaska State Museum, Juneau, Alaska

Multimedia Education Program.

The Tlingit Indians of Southeastern Alaska: Social Studies Unit for Elementary Grades. Teacher's Manual [And] Kiksadi Dog Salmon Legend [And] Halibut Fishing [And] How Raven Stole the Light: A Radio Play [And] Raven, The Old Woman of the Tides, and the Sea Urchins: A Puppet Play [And] Raven and the Fog Woman [And] The Legendary Adventures of Raven [And] A Tlingit Uncle and His Nephews [And] Three Brothers [And] Lingit Aanee....

ED 144 915

Alaska Univ., Fairbanks. Center for Northern Educational Research.

A Primer on Laws Important to Alaska Native Education.

ED 144 747

Allied Professionals Educational Consulting Services, Dallas, Tex.

Environmental Encounter: Decision Making for the Built and Natural Environment. Prepublication Edition.

ED 144 799

American Academy of Physicians'

Assistants, Arlington, Va.

Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report.

ED 143 770

320 Institution Index

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Sports Safety II, Proceedings of the National Sports Safety Conference (2nd, Chicago, Illinois, October 15-17, 1976). ED 144 937

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Skiing, October 1977-October 1978. NAGWS Rules. ED 144 939

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

An Annotated Bibliography on Movement Education. ED 144 936

American Association for Higher Education, Washington, D.C.

The Need for Institutional Planning. ER-IC/Higher Education Research Currents. ED 144 511

American Association for State and Local History, Nashville, Tenn.

Transcribing and Editing Oral History. ED 144 858//

American Business Communication Association, Urbana, Ill.

Organizational Communication Abstracts--1975. ED 144 160

American Council on Education, Washington, D.C. Higher Education Panel.

Composition of College and University Governing Boards. Higher Education Panel Reports, Number 35. ED 144 514

American Council on Education, Washington, D.C. Policy Analysis Service.

The Impact of the Basic Grant Program on the States. ED 144 431

Women and Minorities in Health Fields: A Trend Analysis of College Freshmen. Volume III. A Comparison of Minority Aspirants to Health Careers. ED 144 505

American Friends Service Committee, Jackson, Miss. Southeastern Public Education Program.

Almost As Fairly: The First Year of Title IX Implementation in Six Southern States. A Report. ED 144 228

Designing a Positive In-School Suspension Program. ED 144 251

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Controversies in the Evaluation of Compensatory Education. ED 145 011

Proceedings of the National Advisory Panel: Vocational Training and Placement of the Severely Handicapped. ED 144 338

Summaries of Major Title I Evaluations, 1966-1976. ED 145 012

Title I, 1965-1975: Synthesis of the Findings of Federal Studies. ED 145 010

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Test Development and Research: West African Examinations Council (1965-1968). Final Project Report January 1965-December 1968. Semi-Annual Report I July 1968-31 December 1968. ED 144 997

Test Development and Research: West African Examinations Council (1969-1973). Final Report I January 1969-31 August 1973. ED 144 912

American Newspaper Publishers Association, Washington, D.C.

Newshole Allocation Policies of American Daily Newspapers. Research Bulletin No. 4. ED 144 051

American Psychological Association, Washington, D.C.

The Counseling Psychologist. ED 143 967

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Assessment and Behavior Modification via Self-Monitoring: An Overview and a Bibliography. ED 143 989//

Behavioral Assessment Instruments, Techniques, and Procedures: Summary and Annotated Bibliography. ED 143 987//

Development of Job Task Inventories and Their Use in Job Analysis Research. ED 143 984//

Drug Use by High School Students in an Environment of Shifting Legal Penalties: Some Concomitants of Changes in the Legal Status of Marijuana. Supplement Abstract Service. ED 143 980//

Effecting Behavioral, Affective, and Cognitive Changes in Children Through the Involvement and Training of Significant Others: A Low-Cost Program in Collaboration with the School. ED 143 990//

Entry-Level Professionals' Job Analysis and Selection Strategy: A Progress Report. ED 143 982//

Leadership and Women in Organizations. ED 143 986//

Oracle or Monacle: Research Concerning Attitudes Toward Feminism. ED 143 991//

Over Seven Hundred Reliable Sources of Free Career Information for Counselors and Counseling Psychologists. ED 143 981//

Participative Decision Making: An Annotated Bibliography. ED 143 985//

Psychological Adjustment and Homosexuality. ED 143 983//

Study of Changes in Parents Employed as Paraprofessionals in a Home Intervention Follow-Through Program. ED 143 988//

American Univ., Washington, D.C. Coll. of Public Affairs.

Public Management of Science Case Studies. ED 144 821

Annual Reviews, Inc., Palo Alto, Calif.

Annual Review of Sociology, Volume 3, 1977. ED 144 906//

Applied Management Sciences, Inc., Silver Spring, Md.

Dialogue, Career Education Mini-Conferences for Associations. Final Report. ED 143 833

Arizona Commission for Postsecondary Education, Phoenix.

A Study of Post-Graduate Plans of Arizona High School Seniors. Final Report. ED 144 510

Arizona State Dept. of Education, Phoenix.

Declining Enrollment Conference Report. ED 144 229

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 144 250

Arkansas Univ., Fayetteville, Cooperative Extension Service.

Venereal Disease. Consumer Health Education. ED 143 815

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974. ED 144 912

Askins (B.E.) and Associates, Lubbock, Tex. A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study). ED 144 705

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Issues and Images: Confessions of a Conference Organizer. ED 144 126

Refocusing Government-Communications Policy. ED 144 137

Association for Childhood Education International, Washington, D.C.

Films for Childhood Educators. ED 144 574

Association for Educational Data Systems, Washington, D.C.

Educational Data Systems are a Function of Hardware, Software, and Peopleware: EDS=(H,S,P). Proceedings of the Annual Convention of the Association for Educational Data Systems (15th, Fort Worth, Texas, April 25-29, 1977). ED 144 564

Association of Coll. and Research Libraries, Chicago, Ill.

Guidelines on Manuscripts and Archives. ED 144 622

Association of Coll., Univ. and Community Arts Administrators, Inc., Madison, Wis. ACUCA Handbook. Presenting the Performing Arts. ED 144 424//

Association of National Advertisers, Inc., New York, N.Y.

Advertising Research: The State of the Art. ED 144 072//

Association of Schools of Public Health, Washington, D.C.

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450

Association of Teacher Educators, Washington, D.C.

In Praise of Diversity: A Resource Book for Multicultural Education. ED 144 855

Association of Teachers of Preventive Medicine, Denver, Colo.

Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6. ED 144 450

Austin Independent School District, Tex.

Casis Teacher Checklist: 0-4 Years. ED 144 277

Casis Teacher Checklist: 4-7 Years. ED 144 278

Checklist of Coping Skills: An Early Childhood Special Education Observation Schedule. ED 144 279

Coordination of Community Services. ED 144 284

Diagnostic and Educational Services. ED 144 275

Good Ideas: An Activity Book for Early Childhood. ED 144 285

Helping Teacher Program. ED 144 276

Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschool Children. ED 144 283

Observation Training for Parents. ED 144 281

An Overview [Austin Early Childhood Special Education Program]. ED 144 274

The Parent Program. ED 144 280

Therapy Services. ED 144 280

- ED 144 282
Australian Council for Educational Research, Hawthorn.
 The Comparability of WISC and WISC-R. Occasional Paper No. 10.
 ED 144 992//
- Australian Telecommunications Commission, Melbourne.**
 TELECOM 2000: An Exploration of the Long-Term Development of Telecommunications in Australia.
 ED 144 537
- Bergen County Region III, Closter, N.J. Council for Special Education.**
 The Bergen County Region III Council for Special Education Procedures Manual. Revised Edition.
 ED 144 286
- Berkeley Unified School District, Calif. Asian American Bilingual Center.**
 Early Education in China and Its Implications in the United States.
 ED 145 006
 Mathematical Cognitive Structures of Junior High Students Educated in the United States and of Those Recently Arrived from Hong Kong, an Exploratory Study.
 ED 145 007
 A Summary of Selected Research on Cognitive and Perceptual Variables.
 ED 145 003
 What is Filipino?
 ED 145 005
- Berrien Springs Public Schools, Mich.**
 IMPACT: Instructional Model Program for All Children and Teachers. Annual Evaluation Report, 1975-1976.
 ED 144 324
- Bilingual Education Service Center, Arlington Heights, Ill.**
 Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography. Volume I, Spanish Language Arts.
 ED 144 341
- Bloomfield Central School District, East Bloomfield, New York.**
 The Study [on Algonquin Indians]. Bloomfield Algonquin Studies Program, Bloomfield Central School District (East Bloomfield, New York).
 ED 144 776
- Bolt, Beranek and Newman, Inc., Cambridge, Mass.**
 Analyses of Differences between Written and Oral Language. Technical Report No. 29.
 ED 144 038
 Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.
 ED 144 039
 Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.
 ED 144 043
 The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.
 ED 144 042
 Multiple Theory Formation in High-Level Perception. Technical Report No. 38.
 ED 144 020
 Skills, Plans, and Self-Regulation. Technical Report No. 48.
 ED 144 040
 Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.
 ED 144 041
- Boston Univ., Mass.**
 Using Reading Everyday in the Preschool: A Curriculum Guide and Discussion for Teachers.
 ED 144 024
- Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.**
 TESL Reporter, Vol. 10, No. 4.
 ED 144 363
- Brigham Young Univ., Provo, Utah. Language Research Center.**
 People of Hong Kong: Building Bridges of Understanding.
 ED 144 347
- People of Philippines: Building Bridges of Understanding.
 ED 144 348
 People of Samoa: Building Bridges of Understanding.
 ED 144 349
- British Library, London (England). Research and Development Dept.**
 Librarianship and Information Work: Job Characteristics and Staffing Needs.
 ED 144 581
- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.**
 Developing Indian Employment Opportunities.
 ED 144 756
- Bureau of Land Management (Dept. of Interior), Washington, D.C.**
 Gobbledygook Has Gotta Go.
 ED 144 073
- Bureau of Naval Personnel, Washington, D.C.**
 Portuguese as Spoken in Brazil: A Guide to the Spoken Language. TM 30-301.
 ED 144 350
- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.**
 How to Survive in Consumer Education.
 ED 143 812
- Bureau of Social Science Research, Inc., Washington, D.C.**
 The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.
 ED 143 863
- California Community Coll. Community Services Association.**
 Selected Proceedings of the National Conference on Community Services in the Community College (San Diego, California, March 3-5, 1976).
 ED 144 640
- California Community Colleges, Sacramento. Office of the Chancellor.**
 California Community College Students: A Brief Profile of Those Enrolled, Particularly in Vocational Education.
 ED 144 628
 Station Occupancy Study of Seventeen Learning Resource Centers.
 ED 144 532
- California Foreign Language Teachers Association.**
 Potpourri of Foreign Language Aids, Vol. 3.
 ED 144 416
- California State Advisory Committee to the United States Commission on Civil Rights.**
 Evaluation of Educable Mentally Retarded Programs in California. A Report Prepared by the California Advisory Committee to the U.S. Commission on Civil Rights.
 ED 144 326
- California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.**
 Multicultural Education: The Interdisciplinary Approach. A Summary of Conference Proceedings, April 1-3, 1976, San Diego; April 29-May 1, 1976, Oakland.
 ED 144 863
- California State Univ. and Colleges, Los Angeles.**
 Attitudes toward Instructional Methods at California State College, Bakersfield.
 ED 144 567
 Audio-Tutorial in Art History.
 ED 144 566
 Change Agent in a Multicampus System.
 ED 144 501
- California State Univ. and Colleges, Los Angeles. Office of the Chancellor.**
 Cooperative Education: A Perspective. An Occasional Report on Innovation.
 ED 144 504
 Evaluating Innovation. An Occasional Report on Innovation.
 ED 144 502
- California Univ., Berkeley. Center for Research and Development in Higher Education.**
 Colleges and Universities as Agents of Social Change.
 ED 144 503
- California Univ., Berkeley. Center for Research in Management Science.**
 The Impact of Federal Regulations on Research Management in Colleges and Universities: Overview and Summaries.
 ED 144 422
- California Univ., Berkeley. Electronics Research Lab.**
 A Uniform Notation for Expressing Queries.
 ED 144 598
- California Univ., Los Angeles. American Indian Culture Center.**
 Public Law 280: State Jurisdiction Over Reservation Indians. American Indian Treaties Publication. Series No. 1, 1975.
 ED 144 735//
- California Univ., Los Angeles. Center for the Study of Evaluation.**
 Evaluation Comment. Vol. 5, No. 2: The Influence of External Political Factors on the Role and Methodology of Evaluation.
 ED 145 001
- California Univ., Los Angeles. Chicano Studies Center.**
 The Bakke Decision: The Question of Chicano Access to Higher Education. Chicano Studies Center Document No. 4 for the MALDEF-Higher Education Task Force.
 ED 144 736//
- California Univ., Los Angeles. Dept. of English.**
 Stereotypes in Media, or How to Avoid Functional Fixedness. Workpapers in Teaching English as a Second Language, 1977.
 ED 144 414
- California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.**
 About Administration and Governance.
 ED 144 631
 Developing Staff Potential. New Directions for Community Colleges, Number 19.
 ED 144 627
 State Reports on Two-Year Colleges: A Selected Bibliography of ERIC Documents.
 ED 144 632
- California Univ., Los Angeles. Inst. of Industrial Relations.**
 The Rodda Act--One Year Later.
 ED 144 262
- Canadian Communications Research Information Centre, Ottawa (Ontario).**
 Communications--Getting the Act Together.
 ED 144 562
- Canadian Council on Social Development, Ottawa (Ontario).**
 Canadian Day Care Standards, 1976: Better Day Care, Slowly But Surely.
 ED 144 679//
- Canadian Education Association, Toronto (Ontario).**
 Community Schools in Canada.
 ED 144 252
 Energy Conservation.
 ED 144 240//
 Implications for Education of Recent Trends in Live Births and International and Interprovincial Migration of Children.
 ED 144 231//
- Canadian Social Science Research Council, Ottawa (Ontario).**
 Problems of Social Science Research at Smaller Canadian Universities.
 ED 144 441
- Capital School District, Dover, Del.**
 Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.
 ED 144 292

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
Learning Disabilities: An Interdisciplinary Perspective.
ED 144 323

Center for Applied Linguistics, Arlington, Va.
Bilingual Education: Current Perspectives. Volume 3: Law.
ED 144 378

Center for Applied Research in Education, Inc., New York, N.Y.
101 Make-and-Play Reading Games for the Intermediate Grades.
ED 144 003//

Center for the Study of Public Policy, Cambridge, Mass.
The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.
ED 143 850
The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.
ED 143 854

Central Michigan Univ., Mount Pleasant. Dept. of Industrial Education and Technology.
The Development of a Technical Conceptual Structure for the Concepts Possessed by Selected Quality Control Specialists. Report of a Research Project.
ED 143 793

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.
Facilitating Non-Traditional Learning: An Update on Research and Evaluation in Intensive Scheduling.
ED 144 459

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Analysis of Consumer Information Products Collected.
ED 144 544
Consumer Information. Final Report.
ED 144 545

Chicago Board of Education, Ill.
Putting Together a Guide to Proposal Development.
ED 144 170

Children's Hospital of the District of Columbia, Washington, D.C.
Proceedings: Conference on Corporal Punishment in the Schools: A National Debate (Washington, D. C., February 18-20, 1977).
ED 144 185

Children's Science Book Review Committee, Cambridge, Mass.
Appraisal, Children's Science Books, Vol. 10, No. 3.
ED 144 830//

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.
Part-Time Faculty in 2-Year Colleges.
ED 144 650

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Evaluation of the College Discovery and Development Program, Prong II, 1965-1970.
ED 145 008
Gerontology: An Annotated Bibliography and Supplement.
ED 143 911
A Multisite Evaluation of Reading Is Fundamental: Technical Report.
ED 143 997
A Multisite Evaluation of Reading Is Fundamental: Summary Report.
ED 144 014

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

An Evaluation of Computer-Managed Education Technology at New York City Community College.
ED 144 524
Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.
ED 143 899

Clark Technical Coll., Springfield, Ohio.
Clark Technical College Adjunct Faculty Handbook.
ED 144 647

Clovis Public Schools, N. Mex.
A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).
ED 144 705

College Entrance Examination Board, New York, N.Y.
Career Transitions: The Demand for Counseling. Volume 2.
ED 143 992
Career Transitions: The Demand for Counseling. Volume 1.
ED 143 993

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.
Verifying Parents' Financial Information: A Guide for Financial Aid Administrators
ED 144 497

College of External Studies, Sydney (Australia).
Catalogue of Material Relating to Correspondence Education with Stress on Attrition.
ED 144 548
A Quest for Control of Attrition from Correspondence Study. Volume I: Text.
ED 144 546
Quest for Control of Attrition from Correspondence Study. Volume 2: Data.
ED 144 547

College Placement Council, Bethlehem, Pa.
Job Satisfaction After College--The Graduates' Viewpoint.
ED 143 927//

Colorado Outdoor Education Center, Inc., Florissant.
Colorado Outdoor Education Center Teacher's Field Guide.
ED 144 764//

Colorado Outward Bound School, Denver.
An Environmental Handbook of the Marble Area.
ED 144 753
The Exploration of the Outward Bound Process.
ED 144 754

Colorado Springs Public Schools, Colo.
PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.
ED 144 328

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.
Bridges to Work: International Comparison of Transition Services.
ED 143 853

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
A Guide to Information on Equal Educational Opportunity.
ED 145 060

Columbia Univ., New York, N.Y. Teachers College.
Secondary Education Reform: Retrospect and Prospect.
ED 144 168

Commission on Civil Rights, Washington, D.C.
Affirmative Action in Employment in Higher Education.
ED 144 518

School Desegregation in Berkeley, California: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 051

School Desegregation in Colorado Springs, Colorado: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 056

School Desegregation in Corpus Christi, Texas.
ED 145 070

School Desegregation in Dorchester County, Maryland: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 067

School Desegregation in Erie, Pennsylvania: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 059

School Desegregation in Greenville, Mississippi: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 057

School Desegregation in Kalamazoo, Michigan: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 045

School Desegregation in Kirkwood, Missouri: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 048

School Desegregation in Little Rock, Arkansas: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 049

School Desegregation in Minneapolis, Minnesota: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 044

School Desegregation in Nashville-Davidson, Tennessee: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 050

School Desegregation in Ogden, Utah: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 043

School Desegregation in Ossining, New York: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 046

School Desegregation in Peoria, Illinois: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 053

School Desegregation in Portland, Oregon: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 072

School Desegregation in Racine, Wisconsin: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 055

School Desegregation in Raleigh County, West Virginia.
ED 145 071

School Desegregation in Santa Barbara, California: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 047

School Desegregation in Tempe, Arizona: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 069

School Desegregation in Tulsa, Oklahoma.
ED 145 054

School Desegregation in Waterloo, Iowa: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 058

School Desegregation in Wichita, Kansas: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 068

School Desegregation in Williamsburg County, South Carolina: A Staff Report of the U.S. Commission on Civil Rights.
ED 145 052

Window Dressing on the Set: Women and Minorities in Television
ED 144 115

Commission on Federal Paperwork, Washington, D.C.
A Report of the Commission on Federal Paperwork. Education.
ED 144 203

Community Research Applications, Inc., New York, N.Y.

Child Abuse and Neglect Programs: Practice and Theory.

ED 144 296

Congress of the U.S., Washington, D.C.

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.

ED 143 857

Congress of the U.S., Washington, D.C.**Congressional Budget Office.**

Public Employment and Training Assistance: Alternative Federal Approaches.

ED 143 861

Social Security Benefits for Students. Background Paper.

ED 144 519

Congress of the U.S., Washington, D.C.**House Committee on Post Office and Civil Service.**

Overseas Teachers. Hearing Before the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service, House of Representatives, Ninety-fifth Congress, First Session on H.R. 3698.

ED 144 938

Congress of the U.S., Washington, D.C.**Senate Committee on Foreign Affairs.**

International Communications and Information: Hearings before the Subcommittee on International Operations of the Committee on Foreign Relations United States Senate, 95th Congress, First Session, June 8-10, 1977. Washington, D.C.

ED 144 135

Congress of the U.S., Washington, D.C.**Senate Committee on Labor and Public Welfare.**

National Academy of Sciences, National Academy of Engineering, Institute of Medicine, National Research Council, Annual Report Fiscal Year 1975-76. Committee on Labor and Public Welfare, 94th Congress, 2nd Session.

ED 144 796

Contract Research Corp., Belmont, Mass.

A Developmental Perspective on Statistical Methods of Removing Bias in Quasi-Experiments. Final Report.

ED 144 944

Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University.

ED 144 517

Corporation for Public Broadcasting,**Washington, D.C.**

The President's Message on Public Broadcasting.

ED 144 152

Public Television Programming by Category: 1976.

ED 144 148

Status Report of Public Broadcasting 1977.

ED 144 149

Council for American Private Education, Washington, D.C.

The Nonpublic School and Private Philanthropy. A Report.

ED 144 184

Council for Exceptional Children, Reston, Va.

Creative Games for Learning: Games for Parents and Teachers to Make.

ED 144 302//

Council of Chief State School Officers,**Washington, D.C.**

Critical Issues in American Education. A Report.

ED 144 178

Council of Graduate Schools in the U.S., Washington, D.C.

Degree Designations at U.S. Graduate Schools.

ED 144 426

Council of Planning Librarians, Monticello, Ill.

Blacks in the Cities: 1900-1974: A Bibliography (Second Edition). Exchange Bibliography #787-788.

ED 145 039

A Working Bibliography on Published Materials on Black Studies Programs in the United States. Exchange Bibliography #1213.

ED 145 002

Council on Interracial Books for Children, Inc., New York, N.Y.

The Five Chinese Brothers: Time to Retire; Exit Goblins and Fairies: Enter a New Children's Theater; What Children are Reading in GDR Schools.

ED 145 018

Intellectual Freedom and Racism.

ED 145 022

Racism in the English Language.

ED 144 080

Council on Library Technical-Assistants, Westerville, Ohio.

Paraprofessional Library Employees.

ED 144 594

Creative Growth, Oakland, Calif.

Research Proceedings: The First National Conference on Creative Art of the Developmentally Disabled.

ED 144 316

Cultural and Social Centre for the Asian and Pacific Region, Seoul (South Korea).

Proceedings of the Asian Pacific Social Development Seminar (3rd, Taipei, Republic of China, June 15-21, 1976).

ED 144 734

Dayton Univ., Ohio. Office of Educational Services.

Bradford School Study

ED 144 189

Jefferson Township Schools Study.

ED 144 188

A Study of the Catholic Elementary Schools in Greater Cincinnati.

ED 144 187

A Study of Thirteen Catholic High Schools in Greater Cincinnati.

ED 144 186

Delaware State Dept. of Public Instruction, Dover.

Objective-Referenced Measure in Mathematics. Summary Report.

ED 144 832

Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.

ED 144 292

Department of Education, Dublin (Ireland).

The Organisation of Education in Ireland during 1974-1976 and Major Trends in Educational Development 1974-1976.

ED 144 878

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Advisory Committee on the Rights and Responsibilities of Women.

The Rights and Responsibilities of Women. Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women, 1973-1974.

ED 143 976

Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Safety Belt Activity Book: A Guide for Teachers of Grades K-6.

ED 144 844

Des Moines Public Schools, Iowa.

Charrette '71: How a Community Planned Two New Inner-City Schools.

ED 144 258

School Enrollment Projections. A Report.

ED 144 259

Detroit Lakes Public Schools, Minn.

Detroit Lakes Public Schools (Detroit Lakes, Minnesota) Title IV, P.L. 92-318, End of Year Evaluation, 1977.

ED 144 765

Development Associates, Inc., Washington, D.C.

Bilingual/Bicultural Early Childhood Development Research Workshop Proceedings.

ED 144 709

Dingle Associates, Inc., Washington, D.C.

Career Education: A Collaborative Effort. Commissioners National Conference on Career Education (Houston, Texas, November 7-10, 1976). Report.

ED 143 851

District Court, New York, N.Y. Southern**District of New York.**

Aspira of New York, Inc., et al., Plaintiffs, against Board of Education of the City of New York, et al., Defendants.

ED 145 030

District of Columbia Public Schools, Washington, D.C. Dept. of Career**Development.**

Business and Consumer Arithmetic Curriculum Guide.

ED 143 809

General Business for Economic Awareness. Curriculum Guide.

ED 143 816

District of Columbia Public Schools,**Washington, D.C. Office of Instruction.**

The D.C. Public Schools Salute James Earl Carter "Jimmy" the Thirty-Ninth President of the United States.

ED 144 874

Eastern Illinois Univ., Charleston.**Occupational Education.**

Occupational Education Coordinator's Handbook: 7-8.

ED 143 804

Occupational Education Coordinators' Handbook: 4-6.

ED 143 805

Occupational Education Coordinators' Handbook: K-3.

ED 143 806

Economic Research Service (DOA),**Washington, D.C. Economic Development****Div.**

Recent Changes in the Demographic Structure of Urban and Rural Families. Working Paper No. 7706.

ED 144 761

Educational Facilities Labs., Inc., New York, N.Y.

Housing for New Types of Students. A Report.

ED 144 212

The Neglected Majority: Facilities for Commuting Students. A Report.

ED 144 214

Space Costing: Who Should Pay for the Use of College Space? A Report.

ED 144 213

Educational Leadership Council of America, Inc., Washington, D.C.

The Experience of Success: Its Effects on Learning and Behavior. A Review of the Literature.

ED 143 920

Educational Research Service, Arlington, Va.

School Management Teams: Their Structure, Function, and Operation. ERS Monograph.

ED 144 230//

Educational Testing Service, Princeton, N.J.

Field-Dependence-Independence and Psychological Differentiation: Bibliography with Index. Supplement No. 2.

ED 144 946

Sex Discrimination in Education: A Literature Review and Bibliography.

ED 144 976

Education Commission of the States,**Denver, Colo.**

Education Commission of the States Update VI: Minimal Competency Testing.

- ED 144 361
Final Report and Recommendations: Task Force on State Policy and Independent Higher Education.
- ED 144 464
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
- ED 143 829
Education Development Center, Inc., Newton, Mass.
Growth Implications and the Earth's Future: A Study of Curriculum Materials and Student Views.
- ED 144 789
Intensive Education: The Impact of Time on Learning.
- ED 144 195
Education Service Center Region 14, Abilene, Tex.
Criterion Referenced Education Associated to Evaluation (CREATE).
- ED 144 724
A Study of the Validity of Teacher Evaluations of Students in the Region 14 Education Service Center Cooperative for Migrant Education.
- ED 144 739
Employment and Training Administration (DOL), Washington, D.C.
Middle-Aged Job-Losers.
- ED 143 864
Energy Research and Development Administration, Oak Ridge, Tenn.
Technical Books & Monographs, 1977 Catalog.
- ED 144 795
Energy Research and Development Administration, Washington, D.C. Div. of Solar Energy.
Solar Energy in America's Future, A Preliminary Assessment.
- ED 144 828
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Ethical Issues in Working with Young Children.
- ED 144 681
Research Relating to Children. Bulletin 38: September 1976-February 1977.
- ED 144 718
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.
- ED 144 104
ERIC Clearinghouse on Teacher Education, Washington, D.C.
The Disruptive Student and the Teacher. NEA Professional Studies Series.
- ED 144 931
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Activity-Based Learning in Elementary School Mathematics: Recommendations from Research.
- ED 144 840
European Cultural Foundation, Amsterdam (Netherlands).
The Intra-European Mobility of Undergraduate Students.
- ED 144 455
Extension Service (DOA), Washington, D.C. Div. of Home Economics.
Paraprofessionals in Home Economics Programs for Low-Income Families.
- ED 143 824
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version.
- ED 143 768
The Work Ethic in Career Education Materials.
- ED 143 778
Federal Energy Administration, Washington, D.C.
Energy Conservation on Campus. Volume I. Guidelines.
- ED 144 460
Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.
Training Guide for Identifying, Meeting, and Evaluating Training Needs.
- ED 143 846
Federal Ministry of Education, Lagos (Nigeria).
Federal Republic of Nigeria: Report on Major Trends in Education.
- ED 144 898
Florida A and M Univ., Tallahassee.
Cooperative Biographical Norms for the Fall 1976 FAMU and National Freshmen.
- ED 144 458
Florida Foreign Language Association.
Competencies of Foreign Language Teachers.
- ED 144 386
Florida State Dept. of Commerce, Tallahassee. Div. of Economic Development.
Directory of the Florida Motion Picture and Television Industry.
- ED 144 553
Florida State Dept. of Education, Tallahassee.
Oakie Lucy: On Community Involvement. Instructional Module IV.
- ED 144 696
Florida State Dept. of Education, Tallahassee. Student Assessment Section.
Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.
- ED 144 948
Florida State Univ., Tallahassee. Coll. of Communication.
Assessing Assessment: A Review of Parents', Teachers', and Administrators' Attitudes Toward and Utilization of Statewide Assessment Results.
- ED 144 948
Florida State Univ., Tallahassee. Project for the Mathematical Development of Children.
1974 Fall Testing Program and Analysis of the Data. PMDC Technical Report No. 1.
- ED 144 800
Bibliography for 1974 Fall Testing Program and Analysis of the Data.
- ED 144 801
Description and Statistical Results of the 1975 Fall Testing Program. PMDC Technical Report No. 4.
- ED 144 803
Final Report: A Teaching Experiment on Equality. PMDC Technical Report No. 6.
- ED 144 805
First and Second Grade Children's Interpretation of Actions Upon Objects. PMDC Technical Report No. 14.
- ED 144 812
How Children View Equality Sentences. PMDC Technical Report No. 3.
- ED 144 802
An Investigation of Oral Language Factors in Readiness for the Written Symbolization of Addition and Subtraction. PMDC Technical Report No. 7.
- ED 144 806
Literature Review: Research on Children's Comprehension of Pictures. PMDC Technical Report No. 5.
- ED 144 804
Literature Review: Research on the Use of Manipulatives in Mathematics Learning. PMDC Technical Report No. 13.
- ED 144 811
Project for the Mathematical Development of Children; Mathematics Test: Grade One, Grade Two.
- ED 144 813
Quantitative Comparisons and Class Inclusion as Readiness Variables for Learning First Grade Arithmetical Content. PMDC Technical Report No. 9.
- ED 144 808
The Role of Pictures in First Grade Children's Perception of Mathematical Relationships. PMDC Technical Report No. 8.
- ED 144 807
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume I. PMDC Technical Report No. 11.
- ED 144 809
Teaching Experiment: The Effect of Manipulatives in Second Graders' Learning of Mathematics, Volume II, Case Studies. PMDC Technical Report No. 12.
- ED 144 810
Florida Univ., Gainesville. P. K. Yonge Lab. School.
A Report on a Tested Alternative to the Traditional High School Geometry Course. Research Monograph No. 21.
- ED 144 841
Fogarty International Center (DHEW/PHS), Bethesda, Md.
Academic Relationships and Teaching Resources. Fogarty International Center Series on the Teaching of Preventive Medicine, Volume 6.
- ED 144 450
Food and Drug Administration (DHEW), Washington, D.C.
Handbook of Common Poisonings in Children.
- ED 144 708
Food and Nutrition Service (DOA), Washington, D.C. Div. of Child Nutrition.
National Advisory Council on Child Nutrition 1976 Annual Report.
- ED 145 037
Ford Foundation, New York, N.Y.
Theater Reawakening: A Report on Ford Foundation Assistance to American Drama.
- ED 144 114
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Swahili. An Active Introduction. General Conversation.
- ED 144 351
Forensic Sciences Foundation, Inc., Rockville, Md.
Assessment of the Forensic Sciences Profession. A Survey of Educational Offerings in the Forensic Sciences. Volume I.
- ED 144 423
Forest Service (DOA), Berkeley, Calif. Pacific Southwest Forest and Range Experiment Station.
Fire and Children: Learning Survival Skills.
- ED 144 720
Forest Service (DOA), Washington, D.C.
Career Profiles in Forestry, Conservation, Ecology, Environmental Management.
- ED 143 860
Environmental Education for Teachers and Resource People.
- ED 144 794
Four Corners Area Health Education Center, N. Mex.
Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975.
- ED 144 738
Frontier Nursing Service, Inc., Hyden, Ky.
Final Report of the PRIMEX-Family Nurse Training Program in Rural Areas, March 1, 1972 - June 30, 1976.
- ED 144 745
Gateway Technical Inst., Kenosha, Wis.
Development of a Model for a Senior Citizen Bureau. Final Report.
- ED 144 665
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
The Need for Institutional Planning. ERIC/Higher Education Research Currents.
- ED 144 511
Quantitative Approaches to Higher Education Management: Potential, Limits, and Challenge.

ERIC/Higher Education Research Report No. 4, 1977.

ED 144 439

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Food in the Schools, Part I. Options in Education, Program #75.

ED 145 009

The Great Debate III. Options in Education, Program #91.

ED 144 238

School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.

ED 144 236

School Consolidation: Is Bigger Better? Part II. Options in Education, Program #91.

ED 144 237

Georgia State Univ., Atlanta. Dept. of Special Education.

Educational Considerations for the Learning Disabled Adolescent: Selected Papers.

ED 144 330

A Handbook on Secondary Programs for the Learning Disabled Adolescent: Some Guidelines.

ED 144 331

Gothenburg Univ. (Sweden). Inst. of Political Science.

Periodicals in Politics: Results from a Swedish Survey.

ED 144 058

Grand Valley State Colleges, Allendale, Mich.

Reading Skills and Activities for the Adult.

ED 144 000

Hackbert and Associates, Norman, Okla.

Interpersonal Communications Inventory: A Need Assessment of the Communication Skill Competencies of Educational Personnel Attending In-Service Training Activities Conducted by the Cherokee Bilingual Project, Tahlequah, Oklahoma. Final Report.

ED 144 967

Haskins Labs., New Haven, Conn.

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-June 30, 1977.

ED 144 138

Hawaii Univ., Honolulu. Community Coll. System.

Analysis of Persistence After Four Semesters, Fall 1975 Entering Students. Student Flow Project, Report No. 28.

ED 144 671

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Insects. Hawaii Nature Study Project.

ED 144 845

Parts of Plants. Hawaii Nature Study Project.

ED 144 846

Reef and Shore. Hawaii Nature Study Project.

ED 144 847

Hawaii Univ., Honolulu. Leeward Community Coll.

Leeward Community College: Developmental Education Study.

ED 144 637

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Speaking Kapampangan. PALI Language Texts: Philippines.

ED 144 357//

Tagalog for Beginners. PALI Language Texts: Philippines.

ED 144 358//

Hawaii Univ., Honolulu. Social Sciences and Linguistics Inst.

Lessons in Colloquial Hindustani for Fiji.

ED 144 353

Hazlet Township Public School District, N.J.

Teacher-Advisors in a Ninth Grade Guidance Program. Project Description, Administrator's Guide, Teacher-Advisor Guidance Manual.

ED 143 948

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Estimating Manpower Requirements. A Background Paper Prepared for the Graduate Medical Education Advisory Committee. Report No. 76-114.

ED 144 516

Graduate Medical Education: An Overview of Societal Concern, Social Policy, and Historical Developments. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

ED 144 474

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Supply and Distribution of Physicians and Physician Extenders. A Background Paper Prepared for the Graduate Medical Education National Advisory Committee.

ED 144 512

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Newborn Screening for Genetic-Metabolic Diseases: Progress, Principles and Recommendations.

ED 144 722

Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease.

ED 143 973

Psychology Problem Classification for Children and Youth.

ED 143 974

Heartland Education Agency, Ankeny, Iowa.

Reading Is Fun! An Analysis of Students' Responses on the Estes Reading Attitude Scale.

ED 144 009

Hewitt Research Center, Berrien Springs, Mich.

Influences on Learning in Early Childhood: A Literature Review.

ED 144 711

High/Scope Educational Research Foundation, Ypsilanti, Mich.

High/Scope Educational Research Foundation. Report 1975-76.

ED 144 530

A Process Evaluation of Project Developmental Continuity. Interim Report II, Part B: Recommendations for Measuring Program Impact.

ED 144 715

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

Perspectives for the Future System of Higher Education.

ED 144 449

Houston Independent School District, Tex.

Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of the Numbers of Limited-English-Speaking-Ability (LESA) Students in HISD (K-3).

ED 144 182

Howard Community Coll., Columbia, Md.

Feasibility Study of Postsecondary Education for Deaf People 1977. Report III: Complementary Community Resources for a College Program for Deaf Students. Report IV: A Conference on Deafness for Community College Personnel.

ED 144 301

How They Do It: Existing Postsecondary Programs for Deaf Students and Implications for a Program in Maryland.

ED 144 300

Hudson Inst., Croton-on-Hudson, N.Y.

Poverty and Public Policy. Final Draft.

ED 145 035

Humanities Center, Richmond, Va.

Last But Not Least My Poem: An Exploration with Writers in the Classroom. Dialogue Series, Volume III.

ED 144 052

Human Resources Research Organization, Alexandria, Va.

Consideration of Alternative Educational Systems.

ED 143 845

A Counseling Approach to Armed Forces Recruiting.

ED 143 953

HUMRRO Bibliography of Publications and Presentations FY 1976 Supplement.

ED 144 620

Human Resources Research Organization, El Paso, Tex.

Development of Follow-Up Questionnaires for Vocational and Transfer Students at the El Paso Community College and Development of Faculty Motivation Scales. Consulting Report.

ED 144 943

Human Sciences Research, Inc., McLean, Va.

Changes in Black and White Perceptions of the Army's Race Relations/Equal Opportunity Programs--1972 to 1974.

ED 144 912

Idaho

Drinking Among Rural Youth with Implications for Rural Institutional Development.

ED 144 729

Illinois Community Coll. Board, Springfield.

Handbook for Illinois Public Community Colleges and Illinois Prime Sponsors Under the Comprehensive Employment and Training Act (CETA).

ED 144 646

Illinois Economic and Fiscal Commission, Springfield.

Legislative Control of State Finance.

ED 144 234

Illinois Inst. of Tech., Chicago. Research Inst.

Enhancing the Retrieval Effectiveness of Large Information Systems. Final Report for the Period 1 June 1975-31 December 1976.

ED 144 590

Illinois State Office of Education, Springfield.

Teacher Made Materials.

ED 144 265

A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12.

ED 144 319

Illinois Univ., Urbana. Center for the Study of Reading.

Analyses of Differences between Written and Oral Language. Technical Report No. 29.

ED 144 038

Anaphora: A Cross Disciplinary Survey. Technical Report No. 31.

ED 144 039

Effects of Contextualized and Decontextualized Practice Conditions on Word Recognition. Technical Report No. 54.

ED 144 043

The Effects of Experience on the Selection of Suitable Retrieval Cues for Studying from Prose Passages.

ED 144 042

Multiple Theory Formation in High-Level Perception. Technical Report No. 38.

ED 144 020

Skills, Plans, and Self-Regulation. Technical Report No. 48.

ED 144 040

Theories of Memory and the Problems of Development: Activity, Growth, and Knowledge. Technical Report No. 51.

ED 144 041

Illinois Univ., Urbana. Computer-Based Education Lab.

Demonstration and Evaluation of the PLATO IV Computer-Based Education System (Computer-Based Education for a Volunteer Armed Service Personnel Program). Semi-Annual Report for the Period July 1, 1976-December 31, 1976.

ED 144 561

Indiana Council of Teachers of English, Terre Haute.

Focus on Literature for Children and Young Adults.
ED 144 095

Indiana Univ., Bloomington. School of Continuing Studies.

Meeting the Educational and Occupational Planning Needs of Adults.
ED 143 885

Informationszentrum fuer

Fremdsprachenforschung, Marburg (West Germany).
Bibliographic Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 8, No. 2.
ED 144 344

INPUT Community Video Center, Milwaukee, Wis.

A Video Handbook for Libraries: A Look at What Milwaukee Has Done.
ED 144 555

Institute for Contemporary Studies, San Francisco, Calif.

Public Employee Unions: A Study of the Crisis in Public Sector Labor Relations.
ED 144 215//

Institute for Development of Educational Activities, Dayton, Ohio.

How Is IGE Doing in the Elementary Schools? A Four-Year Survey of IGE Principals.
ED 144 221

Institute for Research and Planning in Science and Education, Teheran (Iran).

Educational Developments during the Years 1974 to 1976. Imperial Government of Iran.
ED 144 900

Institute for Responsive Education, Boston, Mass.

Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.
ED 144 869

Institute for the Future, Menlo Park, Calif.

Future Societal Developments and Postsecondary Education. A Handbook for Citizen Organizations. Report R-38.
ED 144 421

Institute of Human Resources, Albuquerque, N. Mex.

Creativity Checklist (CCh).
ED 144 974
Inventory of Individually Perceived Group Cohesiveness (IIPGC).
ED 144 972
Social Interaction and Creativity in Communication System. Coding Manual.
ED 144 973//
Summary of Field Studies and Uses of the Inventory of Individually Perceived Group Cohesiveness (IIPGC). Technical Report No. 2.
ED 144 971
Summary of Studies and Uses of the Social Interaction and Creativity in Communication System (SICCS). Technical Report No. 1.
ED 144 970

InterAmerica Research Associates, Washington, D.C.

An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume I: Executive Summary and Conclusions.
ED 144 769
An Assessment of the Migrant and Seasonal Farmworker Situation in the United States. Volume II: Findings.
ED 144 770

International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).

International Study of Mathematics Achievement: Planning Conference. Final Report and Appendix.
ED 144 822
Second IEA Mathematics Study. Suggested Tables of Specifications for the IEA Mathematics Tests. Working Paper I.

ED 144 823
International Communications Association.
Organizational Communication Abstracts--1975.
ED 144 160

International Development Research Centre, Ottawa (Ontario).
Whilst Time Is Burning. A Report on Education for Development.
ED 143 787//

International Federation for Documentation, The Hague (Netherlands).
FID Yearbook. 1976.
ED 144 621

FID Yearbook. 1977.
ED 144 599

International Inst. of Communications, London (England).
The Artists' Expertise for Communication Planning.
ED 144 133

Communication Delivery Services in Developing Nations.
ED 144 129

Communications Policies and Structures.
ED 144 128

Current Work on Telecommunications Policies and Structures.
ED 144 134

Major Issues of the World Administrative Radio Conference 1979.
ED 144 127

News Values and Socio-Economic Priorities.
ED 144 131

Recent and Proposed Changes in Broadcasting Structures.
ED 144 130

Rhetoric of Art and Technology in Latin America.
ED 144 132

[Theme Issue: Communications Satellites.]
ED 144 147

International Reading Association, Newark, Del.
Classroom Practice in Reading.
ED 144 013

International Statistical Inst., Voorburg (Netherlands).
Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977.
ED 144 851

Iowa State Univ. of Science and Technology, Ames. Dept. of Sociology and Anthropology.
Studying Your Community: Data Book. Sociology Report 128A.
ED 144 730

Japanese American Citizens League, San Francisco, Calif.

Report on Nisei Retirement Planning Conference (San Francisco, Calif. November 19-21, 1976).
ED 145 031

Jefferson County Education Consortium, Louisville, Ky.
Project Student Concerns. Interim Report.
ED 145 066

Jefferson County Public Schools, Lakewood, Colo.
Home Visiting Handbook.
ED 144 712

Systematic Teaching and Measuring Mathematics "STAMM," Mini-Sampler.
ED 144 843

Johnson County Community Coll., Overland Park, Kans.

Educational Research and Planning as a Career Option for a Mathematics Major.
ED 144 667

Initial Job Placement for JCCC Career Students, Classes of 1973-1976.
ED 144 666

Joint Council on Economic Education, New York, N.Y.

Economic Education Experiences of Enterprising Teachers, Volume 13. A Report Developed from the 1974-75 Entries in The International

Paper Company Foundation Awards Program for the Teaching of Economics.
ED 144 860

Kansas State Dept. of Education, Topeka.
Guide to the Use of Information. Question Negotiation, Search Delivery, Search Evaluation.
ED 144 558

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975.
ED 143 882

Kentucky Council of Teachers of English, Louisville.
Issue on Censorship.
ED 144 074

Kentucky State Dept. of Education, Frankfort.
Curriculum Overload--Its Effect on Teaching the Basic Skills. Technical Report.
ED 144 177
Kentucky Quality Education Study: 1974-75. Technical Report.
ED 144 176

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised.
ED 143 848

Kentucky Univ., Lexington. Community Coll. System.
Compendium of Selected Data & Characteristics, 1976-1977.
ED 144 664

Kentucky Valley Educational Cooperative, Hazard.
Career Education Concepts and Skills: Scope and Sequence.
ED 143 794
Career Education: The Kentucky Valley Education Cooperative Approach.
ED 143 795

Kentucky Wesleyan Coll., Owensboro.
Handbook for Faculty and Staff. Kentucky Wesleyan College.
ED 144 509

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario).
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976).
ED 144 657

Lawrence Univ., Appleton, Wis.
Lawrence University's Library Service Enhancement Program: A Report on the Planning Year.
ED 144 576

Leadership Training Inst. for Special Education, Minneapolis, Minn.
Data-Based Program Modification: A Manual.
ED 144 270

Library of Congress, Washington, D.C.
Annual Report of the Librarian of Congress. Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976.
ED 144 584
The Library of Congress. A Brief Summary of Major Activities for the 15 Months Ending September 30, 1976.
ED 144 583

Library of Congress, Washington, D.C. Copyright Office.
Annual Report of the Register of Copyrights for the Fiscal Year Ending June 30, 1976 and the Transitional Quarter July 1-September 30, 1976 (79th).
ED 144 586

Library Resources, Inc., Chicago, Ill.
An Examination of the Bibliographic Control Devices of the Library of American Civilization.
ED 144 591

Link Educational Labs., Hope Hull, Ala.
The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.
ED 143 859

Louisiana State Univ., Baton Rouge.
"On the Basis of Knowledge or Values?" Principals Judge First Amendment Cases That Affect High School Newspapers.
ED 144 098

Louisiana State Univ., Baton Rouge.
Agricultural Experiment Station.
Perceptions of a Tri-Racial Community: Adults vs. Adolescents.
ED 144 740

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.
An Administrator's Guide to the Buckley Amendment. Research Report Volume 7, No. 4.
ED 144 198

Madison Public Schools, Wis.
Learning Disability or Reading Disability: An Annotated Bibliography for Coming Together.
ED 144 037

Maine Univ., Orono. Coll. of Education.
Career Education in Higher Education. An Infusion Model.
ED 143 814

Manatee Junior Coll., Bradenton, Fla.
Community Resource Guide for Career Education.
ED 143 830

Manitoba Indian Brotherhood, Inc., Winnipeg.
Wahbung - Our Tomorrows.
ED 144 773//

Manitoba Metis Federation, Winnipeg.
In Search of a Future. 3rd Edition, November 1976.
ED 144 771//

Maryland Univ., College Park. Center for Environmental and Estuarine Studies.
A Citizen's Manual: Bridging the Information Gap. A Summary of One Pilot Study of Transferring Environmental Information Between the Citizen and the Specialist.
ED 144 827

Massachusetts State Board of Regional Community Colleges, Boston.
Project Evaluation Report.
ED 144 644

Massachusetts Univ., Amherst. Center for International Education.
Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.
ED 144 206

Massachusetts Univ., Amherst. School of Education.
Five-Year Projection of Fine Arts Course Enrollment at Amherst College.
ED 144 462

Massachusetts Univ., Amherst. Univ. Libraries.
Computer Search Service Group. Policy Manual.
ED 144 557

Mathematical Association of America, Berkeley, Calif. Committee on the Undergraduate Program in Mathematics.
Basic Library List for Four-Year Colleges. Second Edition.
ED 144 816

Memphis State Univ., Tenn.
Facilitating Student Learning. J.W. Brister Library Monograph Series 5.
ED 144 487

Merrimack Education Center, Chelmsford, Mass.
Evaluating ESEA Title III Projects in Massachusetts, 1975-1976. A Designing Change Product. Executive Summary.
ED 144 960

Massachusetts Educational Innovators in Action: "The Process for the Product."
ED 144 183

Miami-Dade Community Coll., Fla.
Man and Environment Teaching Alternatives.
ED 144 826

Michigan State Board for Public Community and Junior Colleges, Lansing.
Statewide Community College Services.
ED 144 669

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Experience Teachers! Kit #5: Tapes Teach.
ED 144 309

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Experience Teachers! Kit #6: Games Teach.
ED 144 310

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Experience Teachers! Kit #7: Simulations Teach.
ED 144 311

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #1: Designing an Instructional Game.
ED 144 304

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #2: Defining Objectives for the Teaching of Concepts.
ED 144 305

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #3: Designing Criterion Measures.
ED 144 306

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #4: Learners Approaches to Learning.
ED 144 307

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Resources for Effective Teaching. Workshop Coordinator's Kit. Kit #5: Goals for Education.
ED 144 308

Michigan State Dept. of Education, Lansing. Div. of Special Education.
Teacher Preparation and Professional Development Services.
[State of Michigan Teacher Education Manual 1970, Sections I and II--Approval of Teacher Education Institutions and Approval of Teacher Education Programs at Approved Teacher Education Institutions].
ED 144 925

Michigan State Univ., East Lansing. Coll. of Urban Development.
Schools Can Make a Difference.
ED 145 034

Michigan State Univ., East Lansing.
Proaction Inst.
Data Element Dictionary for Vocational Education.
ED 143 842

Michigan State Univ., East Lansing.
The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report.
ED 143 843

Michigan State Univ., East Lansing.
Implementing Long-Range Planning for Vocational Education.
ED 143 837

Michigan State Univ., East Lansing.
A Ph.D. Program for Vocational Education.
ED 143 841

Michigan State Univ., East Lansing.
Planning for Vocational Education.
ED 143 835

Michigan State Univ., East Lansing.
Planning for Vocational Education: A Selected Bibliography.
ED 143 840

Michigan State Univ., East Lansing.
Policy Information System Computer Program.
ED 143 839

Michigan State Univ., East Lansing.
A Policy Information System for Vocational Education.
ED 143 834

Michigan State Univ., East Lansing.
Preliminary Long-Range Planning Model.
ED 143 836

Michigan State Univ., East Lansing.
Vocational Education Summary Planning Program.
ED 143 838

Midwest Center for Equal Educational Opportunity, Columbia, Mo.
Annotated Bibliography of Multi-Ethnic Curriculum Materials, Sixth Supplement.

Milford Special School District, Del.
Project Seacup: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.
ED 144 292

Ministerio de Educacion, Lima (Peru).
Main Trends in Education. PERU [And] The Problem of Information at the National and International Level as a Consequence of the Improvement of Educational Systems.
ED 144 881

Ministry of Church and Education, Oslo (Norway).
Major Trends in Norwegian Education 1974-76: National Report.
ED 144 882

Ministry of Education (Bahrain).
Development of Education in Bahrain (1975-1976).
ED 144 896

Ministry of Education (Malta).
National Report for the 36th UNESCO International Conference on Education, 1977 (BIE CONFINTED 36/RN/76). Part I--The Organisation and Structure of Education in Malta [And] Part II--Educational Development in Malta 1974-76.
ED 144 880

Ministry of Education (Singapore).
Singapore National Report. 36th Session of the International Conference on Education.
ED 144 899

Ministry of Education, Amman (Jordan).
A Report to the 36th Session of the International Conference on Education in Geneva. Jordan.
ED 144 872

Ministry of Education and Arts, Vienna (Austria).
Austria: Organization of Education in 1975-77.
ED 144 886

Ministry of Education and Cultural Affairs (Mauritius).
Report on Educational Developments, 1974-1976. Mauritius.
ED 144 901

Ministry of Education and Science, Madrid (Spain).
Spain: Educational Development in 1975-76 and 1976-77.
ED 144 877

Ministry of Education and Social Welfare, New Delhi (India).
Education in India 1974-1976. Publication No. 1108.
ED 144 885

Ministry of Education and Youth Welfare (Qatar).
Development of Education in Qatar (1975/76 and 1976/77).
ED 144 887

Ministry of Education, Baghdad (Iraq).
Development of Education in Iraq during 1974/75 and 1975/76.
ED 144 894

Ministry of Education, Bangkok (Thailand).
Educational Development in Thailand (1974-1976).
ED 144 891

Ministry of Education, Havana (Cuba).
Report of the Republic of Cuba to the 36th International Conference on Public Education.
ED 144 879

Ministry of Education, Helsinki (Finland).
Educational Development in Finland, 1974-1976.
ED 144 889

Ministry of Education, Khartoum (Sudan).
Development of Education, 1974-1976. National Report Presented to the XXXVI Session of the International Conference on Education.
ED 144 902

Ministry of Education, Kuala Lumpur (Malaysia).

National Report on Development of Education, 1974-1976: Malaysia.

ED 144 876

Ministry of Education, Lilongwe (Malawi).

Major Trends in Education in Malawi, 1974-1976.

ED 144 875

Ministry of Education, Paris (France).

The Educational Movement in France 1974/1976.

ED 144 890

Ministry of Education, Riyadh (Saudi Arabia).

The Bi-Annual Report of the Ministry of Education, 1975 and 1976. Kingdom of Saudi Arabia.

ED 144 893

Ministry of Education, Tokyo (Japan).

Development of Education in Japan, 1974-1976.

ED 144 888

Ministry of National Education and Religion, Athens (Greece).

A Report on Educational Developments in 1975-1976. Greece.

ED 144 873

Ministry of National Education, Ankara (Turkey).

Educational Activities in Turkey (1974/1975-1975/1976).

ED 144 897

Ministry of Public Education, Santiago (Chile).

La Educacion en Chile. Education in Chile. Report to the Meeting of the International Conference on Education (36th, Geneva, Switzerland, August 30-September 8, 1977). Educational Process 1974-1976.

ED 144 220

Ministry of Science and Research, Vienna (Austria).

Austria: Organization of Education in 1975-77.

ED 144 886

Minnesota Systems Research, Inc., Washington, D.C.

Psychology Problem Classification for Children and Youth.

ED 143 974

Minnesota Univ., Minneapolis.

Development in Judging Moral Issues—A Summary of Research Using the Defining Issues Test. Minnesota Moral Research Projects, Technical Report No. 3.

ED 144 980

Minnesota Univ., Minneapolis. Coll. of Education.

Career Development Curriculum for English Teachers.

ED 144 069

Minnesota Univ., Minneapolis. Dept. of Psychology.

Accuracy of Perceived Test-Item Difficulties. Research Report No. 77-3.

ED 144 999

A Rapid Item-Search Procedure for Bayesian Adaptive Testing. Research Report 77-4.

ED 144 962

Minnesota Univ. Technical Coll., Crookston.

An Ideabook for Newspaper-Related Materials.

ED 144 070

Mission Neighborhood Center, Inc., San Francisco, Calif.

Extended Family Center 1972-1975. Final Report.

ED 144 339

Mississippi State Council on Aging, Jackson.

Planning for the Aging: A Manual of Practical Methods.

ED 143 956

Mississippi State Univ., State College. Dept. of Agricultural Education.

Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977.

ED 143 887

Missouri Univ., Columbia. Extension Education Dept.

Unreported On-Campus Criminal Victimization Among Students, Staff, and Faculty at the University of Missouri Columbia Campus.

ED 144 461

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

The Academic Performance of the Educable Mentally Retarded Students on the Stanford Achievement Test: Detailed Item Analysis on Representative Sampling, Out-of-Level Testing, and Mastery Interpretation.

ED 144 269

A Curriculum Activities Guide to Environment Studies with Students with Special Education Needs.

ED 144 332

Research and Applied Theory in Special Education: Conversations with the Experts.

ED 144 268

Napa County Superintendent of Schools, Calif.

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

ED 143 813

National Academy of Sciences - National Research Council, Washington, D.C.

Assembly of Engineering. Directory of Organizations in Engineering Programs for Minorities.

ED 144 797

National Advisory Council on Equality of Educational Opportunity.

National Advisory Council on Equality of Educational Opportunity. Report for Calendar Year 1976.

ED 145 062

Report of the Task Force on Evaluation of the National Advisory Council on Equality of Educational Opportunity, 22-23 August 1977.

ED 145 063

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

NACEDC Activity Plan, Report Year 1977.

ED 145 027

National Association for the Education of Young Children, Washington, D.C.

Current Issues in Child Development.

ED 144 677//

Talks with Teachers: Reflections on Early Childhood Education.

ED 144 703//

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Budget Control and Analysis in the Small College. NACUBO Professional File, Vol. 9, No. 8, August 1977.

ED 144 499

Financing Instruction in Public Higher Education. NACUBO Professional File, Vol. 9, No. 7, July 1977.

ED 144 500

National Association of Secondary School Principals, Reston, Va.

Disruptive Youth: Causes and Solutions.

ED 144 199

Improving Your Student Council.

ED 144 200

Individualizing Inservice Education. The Practitioner, Vol. IV, No. 1.

ED 144 209

National Bureau of Standards (DOC), Washington, D.C. Inst. for Applied Technology.

Energy Conservation in Buildings—A Human Factors/Systems Viewpoint. NBS Building Science Series 88.

ED 144 249

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Computer Science and Technology: A Data Base Management Approach to Privacy Act Compliance.

ED 144 539

National Center for Child Advocacy (DHEW/OHD), Washington, D.C.

Child Welfare in 25 States: An Overview.

ED 144 678

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Analysis of Doctor's Degrees Awarded to Men and to Women 1970-71 Through 1974-75.

ED 144 467

National Center for Education Statistics (DHEW), Washington, D.C.

Basic Student Charges 1972-73 and 1973-74.

ED 144 507

Digest of Education Statistics, 1976 Edition.

ED 144 248

Fall Enrollment in Higher Education, 1975. Summary Report.

ED 144 451

Job Placement Services Provided by Public School Systems in the United States, 1976.

ED 143 926

National Longitudinal Study of the High School Class of 1972. Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation.

ED 144 989

National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Financing and Reimbursement of Graduate Medical Education. A Background Paper for the Graduate Medical Education National Advisory Committee.

ED 144 513

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Effects of Protocol and Training Materials. Acquiring Teaching Competencies: Reports and Studies.

ED 144 926

National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Child Abuse and Neglect Training Materials Catalogue.

ED 144 288

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect.

ED 144 287

National Conference of Christians and Jews, New York, N.Y.

Desegregation Without Turmoil: The Role of the Multi-Racial Community Coalition in Preparing for Smooth Transition.

ED 145 016

National Council of Teachers of English, Urbana, Ill.

Comments and Exercises on Historical Linguistics.

ED 144 086

Inventing and Playing Games in the English Classroom: A Handbook for Teachers.

ED 144 065

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

ED 144 104

Teaching the Basics—Really! Classroom Practices in Teaching English, 1977-1978.

ED 144 105

National Council on Year-Round Education.

Year-Round Education Activities in the United States. Fourth Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

ED 144 250

**National Education Association,
Washington, D.C.**

Beyond Uniculturalism. No. 1: Teachers Making a Difference through Visions, Hopes and Skills [And] No. 3: Understanding Multicultural Equality [And] No. 4: Schools and Educators Who Rate [And] No. 5: Action Guide [And] No. 7: Bibliography.

ED 144 871

The Disruptive Student and the Teacher. NEA Professional Studies Series.

ED 144 931

Fantasy in Literature.

ED 144 097

Report of the NEA Task Force on Bilingual/Multicultural Education.

ED 144 379

Schooling: Expectations in Conflict. Report.

ED 144 194

The Teacher's Library.

ED 144 935

Values Concepts and Techniques.

ED 144 904//

Values Education. Developments in Classroom Instruction.

ED 144 853//

Violations of Human and Civil Rights: Tests and Use of Tests. Report of the Tenth National Conference on Civil and Human Rights in Education, February 18-20, 1972, Washington, D.C.

ED 144 983

**National Foundation for Educational
Research in England and Wales, London.**

Language Needs of Minority Group Children. Learners of English As a Second Language.

ED 144 370//

**National Institutes of Health (DHEW),
Bethesda, Md.**

Grants Peer Review Report to the Director, NIH, Phase I, Volume 1.

ED 144 784

Medical Education and the Contemporary World.

ED 144 508

**National Inst. of Child Health and Human
Development (NIH), Bethesda, Md. Office of
Research Reporting.**

Little Babies: Born Too Soon--Born Too Small.

ED 144 325

**National Inst. of Dental Research (NIH),
Bethesda, Md.**

Preventing Tooth Decay: A Guide for Implementing Self-Applied Fluoride in Schools.

ED 144 928

**National Inst. of Education (DHEW),
Washington, D.C.**

Administration of Compensatory Education. A Report.

ED 144 208

Compensatory Education Services.

ED 145 061

Multicultural/Bilingual Division Fiscal Year 1977--Fiscal Year 1978 Program Plan.

ED 144 865

**National Inst. of Mental Health (DHEW),
Rockville, Md.**

Research on Disorders of the Mind. Progress & Prospects.

ED 144 327

National Public Radio, Washington, D.C.

Food in the Schools, Part I. Options in Education, Program #75.

ED 145 009

The Great Debate III. Options in Education, Program #91.

ED 144 238

School Consolidation: Is Bigger Better? Part I. Options in Education, Program #89.

ED 144 236

School Consolidation: Is Bigger Better? Part II. Options in Education, Program #90.

ED 144 237

**National Puerto Rican Development and
Training Inst., Inc., New York, N.Y.**

A Proposed Approach to Implement Bilingual Education Programs. Research and Synthesis of Philosophical, Theoretical and Practical Implications.

ED 144 343

**National School Boards Association,
Washington, D.C.**

Report: Discipline In Our Big City Schools.

ED 144 210//

**National School Public Relations
Association, Arlington, Va.**

Linking Schools and the Community. Education U.S.A. Special Report.

ED 144 202

**National Science Foundation, Washington,
D.C.**

Effects of Videotaped Testimony on Information Processing and Decision-Making in Jury Trials. Final Report.

ED 144 140

**National Science Foundation, Washington,
D.C. Div. of Science Resources Studies.**

Graduate Science Education: Student Support and Postdoctorals, Fall 1975. Surveys of Science Resources Series.

ED 144 820

**Native American Consultants, Inc.,
Arlington, Va.**

Comprehensive Integrated Report of the Ten Indian Centers Visited During Phase I of Contract No. 20-51-76-53. Base Line Study of Urban and Rural Nonreservation Indian Manpower Programs.

ED 144 759

**Naval Training Equipment Center, Orlando,
Fla. Training Analysis and Evaluation
Group.**

Evaluation of Microfiche as an Instructional Medium in a Technical Training Environment.

ED 144 589

**Nebraska Univ., Omaha. Center for Urban
Education.**

In Praise of Diversity: A Resource Book for Multicultural Education.

ED 144 855

In Praise of Diversity: Multicultural Classroom Applications.

ED 144 854

**Nevada Univ., Reno. Research and
Educational Planning Center.**

Administrator's Guide to Career Education in the Elementary School.

ED 143 827

Nevada Univ. System, Reno.

University of Nevada System. 1977-78 General University Operation Work Program and Estimative Budget.

ED 144 425

Newark School District, Del.

Career Education Instructional System. Final Report.

ED 143 785

**Newberry Library, Chicago, Ill. Center for
the History of the American Indian.**

The Indians of California, A Critical Bibliography.

ED 144 750//

The Indians of the Subarctic, A Critical Bibliography.

ED 144 748//

Native American Historical Demography, A Critical Bibliography.

ED 144 752//

The Navajos, A Critical Bibliography.

ED 144 751//

The Ojibwas, A Critical Bibliography.

ED 144 749//

**New Educational Directions, Crawfordsville,
Ind.**

The Design of Career Education Evaluations in 1975-76.

ED 143 852

Recommendations for the Implementation and Management of Career Education Projects.

ED 143 832

What Does Career Education Do for Kids? A Synthesis of 1975-76 Evaluation Results.

ED 143 831

**New Hampshire Supervisory Union 58,
Groveton.**

Man in His World.

ED 144 790

**New Jersey State Dept. of Education,
Trenton.**

Energy and Education Handbook.

ED 144 261

T & E and IGE. A Manual for IGE Schools to Use in Responding to the Requirements of Thorough and Efficient Education.

ED 144 175

**New Jersey State Div. of Youth and Family
Services, Trenton. Bureau of Research,
Planning, and Program Development.**

Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.

ED 144 336

**New Mexico Regional Medical Program,
Albuquerque.**

Rural Critical Care Nurse Training Project--Four Corners Area, November 14, 1975.

ED 144 738

**New Mexico State Univ., University Park.
ERIC Clearinghouse on Rural Education
and Small Schools.**

American Indian Task Force for ERIC Clearinghouse on Rural Education and Small Schools. A Final Report.

ED 144 767

Exemplary Dissemination Programs for Intermediate Units Serving Rural Schools.

ED 144 728

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 7.

ED 144 778

Rural Education, A Bibliography of ERIC Abstracts. Supplement No. 3.

ED 144 772

**New Mexico Univ., Albuquerque. American
Indian Law Center.**

Training and Technical Assistance to Develop, Revise and Supplement Indian Tribal Codes and Court Procedures on Child Abuse and Neglect. Final Report.

ED 144 758

**New York City Board of Education,
Brooklyn, N.Y. Bilingual Resource Center.**

Native American Education Program, 1976-1977. Evaluation Report, Function # 21-79750, under Grant # 0849A, Part A, LEA.

ED 144 766

**New York State Council on Economic
Education, Geneseo.**

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

New York State Education Dept., Albany.

Alcohol Education: A Teacher's Curriculum Guide for Grades K-6.

ED 143 959

Regents Program Priorities for Fiscal Year 1978-79.

ED 144 163

**New York State Education Dept., Albany.
Bureau of Basic Continuing Education.**

A Demonstration of Individualized In-Service Education for Adult Basic Education Teachers. July 1, 1970--December 31, 1973. Final Project Report.

ED 143 773

**New York State Education Dept., Albany.
Bureau of General Education Curriculum
Development.**

A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory.

ED 144 819

**New York State Education Dept., Albany.
Bureau of Two-Year Coll. Programs.**

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement.

ED 143 899

330 Institution Index

New York State Education Dept., Albany. Div. of Federal Education Opportunity Programs.

A Study of ESEA Title I in Selected School Districts in New York State. ED 145 026

New York State Education Dept., Albany. Information Center on Education.

College and University Admissions and Enrollment, New York State, Fall 1975. ED 144 471

College and University Degrees Conferred, 1975-76. ED 144 469

College and University Enrollment in New York State, Fall 1976. (Preliminary Report). ED 144 470

New York State Education Dept., Albany. Office of Educational Finance, Management, and School Services.

The Investment of School Funds, 1976. ED 144 201

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Re-Entry Women: A Selective Review of the Educational Process, Career Choice, and Interest Measurement. ED 143 899

New Zealand Dept. of Education, Wellington.

International Conference on Education, Geneva, September 1977. Development of Education: 1974/1976, Report from New Zealand. ED 144 892

North Carolina Univ., Chapel Hill. Inst. for Research in Social Science.

The Effects of Newspaper-Television Cross-Ownership on News Homogeneity. ED 144 054//

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

An Open Education Perspective on Evaluation. ED 144 942

Testing and the Testing Industry: A Third View. ED 144 941

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Health Manpower Literature. Volume 1. Number 1. ED 143 825

Northeast Missouri State Univ., Kirksville.

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report. ED 143 858

Northern Illinois Univ., De Kalb. Center for Minority Studies.

A Survey of Black and Other Ethnic Studies Programs in Illinois Secondary Schools. ED 145 015

Northern Illinois Univ., De Kalb. Dept. of Economics.

Work in the Social Studies: A Preliminary Review. Working Paper No. 55. Working Papers in Economics, Northern Illinois University. ED 144 850

Northern Valley Regional High School District, Closter, N.J.

Preschool Instruction for the Exceptional (PIE) Project Report: 1976-1977. ED 144 298

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

The Simultaneous Acquisition of Multiple Memories. ED 144 044

Northwest Library District, Bowling Green, Ohio.

NORWELD. First Annual Report. ED 144 542

NORWELD. Third Annual Report. Final Report. ED 144 543

Northwest Regional Educational Lab., Portland, Oreg.

Adult Career Education Counseling Project. Final Report. ED 143 828

Evaluation Improving Teaching Competencies Program: Technical Assistance Unit Feasibility Study. ED 144 981

Instructional Strategies. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 192

Instructor's Handbook for Adult Basic Education. ED 143 769

NWREL. Experience-Based Career Education Program. FY 76 Final Evaluation Report. ED 143 775

Organizational Development in Education. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 191

Participant Materials. Preparing Educational Training Consultants: Organizational Development (PETC-III). ED 144 193

Providing Organizational Development Skills (PODS): A Combined Training Program. ED 144 190

Nova Univ., Fort Lauderdale, Fla.

Implementation of a Speech Improvement Program at the Kindergarten Level. ED 144 271

Oakton Community Coll., Morton Grove, Ill.

Reverse and Lateral Transfers at Oakton Community College, 1971-1977. Report No. 1, 1977. ED 144 661

Ocean Township Board of Education, Oakhurst, N.J.

A.C.T.I.V.E. Teacher Resource Manual: State and National Sources and Services. ED 144 317

Office of Education (DHEW), Washington, D.C.

Dissemination in Relation to Elementary and Secondary Education. Final Report. ED 144 540

Education of Handicapped Children. Implementation of Part B of the Education of the Handicapped Act. ED 144 294

Progress of Education in the United States of America 1974-75, 1975-76. ED 144 205

Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities. ED 144 457

Women's Educational Equity Act. First Annual Report, September 30, 1976. ED 143 935

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Elementary Schools and the Receipt of Compensatory Funds. ED 145 028

Ohio School Boards Association, Columbus.

What Every Taxpayer Should Know About Collective Bargaining. ED 144 260//

Ohio State Univ., Columbus.

CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report. ED 143 810

Ohio State Univ., Columbus. Center for Human Resource Research.

The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers. ED 143 862

Ohio State Univ., Columbus. Center for Vocational Education.

Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System. ED 143 869

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System. ED 143 873

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System. ED 143 871

Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System. ED 143 872

Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System. ED 143 870

Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System. ED 143 877

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System. ED 143 868

Career Resource Centers. ED 143 883

A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report. ED 143 802

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System. ED 143 867

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System. ED 143 866

Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 50. ED 143 844

Florida Assessment of Needs in Career Education. ED 143 792

An Instructional System Design for Vocational Education. ED 143 888

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System. ED 143 874

Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System. ED 143 876

Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System. ED 143 875

Ohio State Univ., Columbus. Dept. of Linguistics.

Some Effects of Bilingualism on Perception. Ohio State University Working Papers on Linguistics, No. 22. ED 144 366

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Man and Environment Teaching Alternatives. ED 144 826

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.

ED 143 807

Oklahoma District School System, Crestview, Fla.

Oakie Lucy: On Community Involvement. Instructional Module IV.

ED 144 696

Oklahoma City Public School System, Okla. Dept. of Home Economics.

Home Economics--A Look--A Job--A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade.

ED 143 803

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Management by Objectives: A Tool for Accountability.

ED 143 788

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Supervisory Skills for Geriatric Care.

ED 143 776

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Perspectives and Plans for Graduate Studies. 19, Mathematical Sciences 1975.

ED 144 452

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Graphics in Text: A Bibliography. Monograph No. 6.

ED 144 018

Optimum Computer Systems, Inc., New York, N.Y. Education and Human Resources Development Div.

Social Science Theory and Research on Participation and Voluntary Associations: A Bibliographic Essay.

ED 144 869

Orange County-Long Beach Health Consortium, Inc., Irvine, Calif.

Consumer Health Education Plan, 1976.

ED 143 796

Orange County Public Schools, Orlando, Fla.

Health Occupations. Nursing Assistant.

ED 143 779

A Module for Training Elementary Classroom Teachers in the Development of a Career Education Unit of Work. Revised.

ED 143 782

Supplemental Learning Activity Package. Secondary. Language Arts--Writing. Volume III.

ED 143 780

A Training Module: Developing a Job Entry, Individualized Curriculum.

ED 143 783

A Training Module: Developing a Learning Activity Package.

ED 143 781

Oregon School Study Council, Eugene.

Lighting and the Learning Space. OSSC Bulletin Vol. 21, No. 2.

ED 144 255

Oregon State Dept. of Education, Salem.

Language Arts Instruction K-12.

ED 144 064

Measuring Performance: Verifying Competencies through Observation and Judgment.

ED 144 990

State Master Plan for Special Education in Oregon.

ED 144 289

State Master Plan for Special Education in Oregon. Summary.

ED 144 290

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Advisory Committees. The Best of ERIC. Number 30.

ED 144 204

School District Governance: How Democratic? Research Action Brief Number 3.

ED 144 169

Organisation for Economic Cooperation and Development, Paris (France).

Educational Expenditure in France, Japan and the United Kingdom. Les Dépenses d'enseignement en France, au Japon et au Royaume-Uni.

ED 144 197

Selection and Certification in Education and Employment.

ED 144 181

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Early Childhood Care and Education: Objectives and Issues.

ED 144 704

Parents Without Partners, Inc., Washington, D.C.

Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents.

ED 143 901

Peace Corps, Washington, D.C.

An Expanded Collection of Language Informant Techniques. Program and Training Journal Reprint Series, No. 12.

ED 144 380

Lessons in Colloquial Hindustani for Fiji.

ED 144 353

Lexique Mandingue-Francais (Mandinka-French Lexicon).

ED 144 352

Spoken Chad Arabic.

ED 144 356

Tales of Wisdom in Folly. A Course in Controlled Composition. Program and Training Journal Reprint Series, No. 13.

ED 144 381

Pennsylvania Library Association,

Pittsburgh.

Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees.

ED 144 595

Pennsylvania State Dept. of Education,

Harrisburg.

Guidelines for School Discipline.

ED 144 247

Pennsylvania State Dept. of Education,

Harrisburg. Bureau of Instructional Support Services.

Alternative Disciplinary Programs and Practices in Pennsylvania Schools. An Addendum to the Guidelines for School Discipline.

ED 144 246

Pennsylvania State Dept. of Education,

Harrisburg. Bureau of Special and Compensatory Education.

State Annual Evaluation Report for Migrant Programs in Pennsylvania. ESEA Title I Migrant Education Report, Fiscal Year 1976.

ED 144 760

Pennsylvania State Library, Harrisburg.

Governing Pennsylvania's Public Libraries. A Handbook for Public Library Trustees.

ED 144 595

Pennsylvania State Univ., University Park.

The Academic Administration of Research: A Descriptive Analysis.

ED 144 506

Pennsylvania State Univ., University Park.

Computer-Assisted Instruction Lab.

A Computer-Assisted Bilingual/Bicultural Teacher Education Program (Spanish/English).

ED 144 373

Pennsylvania Univ., Philadelphia. Dept. of Regional Science.

Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.

ED 143 800

Philadelphia School District, Pa. Office of Research and Evaluation.

Title I ESEA Projects: Digest of Annual Evaluations 1965-1976. Report No. 7681.

ED 144 987

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Evaluation Techniques for School Library/Media Programs. A Work Shop Outline.

ED 144 617

Pittsburgh Univ., Pa. Learning Research and Development Center.

Autonomy in Education: A Research Approach.

ED 144 940

A Curriculum Analysis of an Early Reading Program: Instructional Strategies and Contingency Management.

ED 144 045

Maximizing the Effective Use of School Time by Teachers and Students.

ED 144 932

Response Generation Norms for Verbal Analogies.

ED 144 046

Planning and Human Systems, Inc., Washington, D.C.

Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.

ED 143 847

Pocatello School District 25, Idaho.

Research and Development Project in Career Education. Grades 7-9. Final Report.

ED 143 772

Policy Studies in Education, New York, N.Y.

Career Transitions: The Demand for Counseling. Volume 2.

ED 143 992

Career Transitions: The Demand for Counseling. Volume 1.

ED 143 993

Population Reference Bureau, Inc., Washington, D.C.

Literacy and World Population. Population Bulletin No. 2, Vol. 30.

ED 144 096

Portland State Univ., Oreg. School of Urban Affairs.

Survey of Youth Needs in Southwest Portland. Research Report No. 1.

ED 145 073

Practical Concepts, Inc., Washington, D.C.

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume I: Analysis of the Demonstration.

ED 144 570

Implications of the Alaska Education Satellite Communications Demonstration for Technological and Educational Policymakers. First Annual Report. Volume II: Supporting Materials.

ED 144 571

Implications of the Alaska Education Satellite Communications Demonstration for Telecommunications & Education Policymakers. Executive Summary & Supplement.

ED 144 572

P/RA Research, Inc., East Meadow, N.Y.

A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.

ED 143 808

Prentice-Hall Developmental Learning Centers, Inc., West Orange, N.J.

The Effect of Oralographic Instruction on the Reading Achievement of Disabled Learners. Final Report.

332 Institution Index

- ED 144 002
Princeton Univ., N.J.
An Outline of the Goals, Objectives, and Activities of the Princeton Cooperative School Program.
ED 144 430
- Privacy Protection Study Commission, Washington, D.C.**
Personal Privacy in an Information Society. Final Report.
ED 144 554
- Psychoeducational and Guidance Services, College Station, Tex.**
The Effects of Chiropractic Treatment on Students With Learning and Behavioral Impairments Due to Neurological Dysfunction.
ED 144 266
- Purdue Univ., Lafayette, Ind. Dept. of Audiology and Speech Sciences.**
Purdue Interactive Television Colloquium Series: Continuing Career Education via IHETS Television Network. Final Report.
ED 144 335
- Purdue Univ., Lafayette, Ind. Dept. of Education.**
Colloquium Series on Career Education for Handicapped Adolescents. 1977.
ED 143 790
Colloquium Series on Career Education for Handicapped Adolescents. 1976.
ED 143 791
- Queensborough Community Coll., Bayside, N.Y.**
Comparative Data on the Distribution of Grades Before and During the Open Admissions Policy at Queensborough Community College.
ED 144 652
A Study of Remedial Algebra Courses Taught At Queensborough Community College: Spring and Fall 1973.
ED 144 654
A Study of Remedial Reading Courses (BE-03) Offered During the Fall, 1972 Semester: A Baseline for Longitudinal Studies.
ED 144 653
A Survey of Queensborough Community College Alumni: 1962-1974.
ED 144 649
The Validity of the Queensborough Community College Procedure Placing Students in a Remedial Writing Course (BE-01).
ED 144 655
- Rand Corp., Santa Monica, Calif.**
University Relationships with Other R&D Performers.
ED 144 468
- Richland School District 400, Wash.**
Precision Teaching for Decoding and Comprehension: Materials and Methods.
ED 144 033
- Richmond State School, Tex.**
Development of Prevocational Training for Deaf/Blind.
ED 143 821
- RJ Associates, Inc., Arlington, Va.**
A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.
ED 143 878
Vocational Education on the Navajo Reservation: Present Status and Future Directions.
ED 143 886
- RMC Research Corp., Bethesda, Md.**
Further Documentation of State ESEA Title I Reporting Models and Their Technical Assistance Requirements Phase I, Part One.
ED 145 017
- Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.**
A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.
ED 143 879
- Robbinsdale Independent School District 281, Minn.**
A Model to Implement Career Education.
ED 143 817
- Robert F. Kennedy Memorial, Washington, D.C.**
Suspensions and Due Process: An Analysis of Recent Supreme Court Decisions on Student Rights.
ED 144 084
- Royal Inst. of Tech., Stockholm (Sweden). Library.**
3RIP: Data Structures for Text Files.
ED 144 615
3RIP: File Design for the Search System.
ED 144 612
Computerized Information Service--SDI. Annual Report 1974-75.
ED 144 614
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611
Experiences of an Interactive Retrieval System--ESOR/RECON.
ED 144 609
Growth Dynamics of Information Search Services.
ED 144 616
KOMPOST--A Compression Method for Structured Files.
ED 144 610
Pastime--A System for File Compression.
ED 144 613
- Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.**
Career Exploration Program: A Cluster Approach. Publication No. 0057.
ED 143 799
Exploring the Applied Arts. Publication No. 0041.
ED 143 798
- Rutgers, The State Univ., New Brunswick, N.J. Educational Action Programs.**
A Longitudinal Study: The Long-Term Impact of the Rutgers Upward Bound Program on its Participants.
ED 144 982
- Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Social Work.**
Factors Relating to Levels of Child Care Among Families Receiving Public Assistance in New Jersey. Volume I. Final Report.
ED 144 336
- Saint Clair County Community Coll., Port Huron, Mich.**
College Perspective '76: A Productive Past: A Perplexing Present: Where Do We Go From Here? Proceedings, Annual International Institute on the Community College (7th, Lambton College, Sarnia, Ontario, Canada, June 14-17, 1976).
ED 144 657
- Salvation Army, New York, N.Y.**
Breaking Barriers: A Workshop Series in Human Relations Skills Based Upon Liberated Parents/Liberated Children. (Experimental Edition - Revised).
ED 144 689
Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide.
ED 144 692
Education for Parenthood: All About Children.
ED 144 687
Every Child and Family Matters: A Program Prepared for Campus Setting and Community Outreach. Leader's Guide (Experimental Edition).
ED 144 684
Every Child Matters.
ED 144 685
Every Child Matters. Leader's Guide.
ED 144 686
Family Life Program for the Women's Home Leagues of the Salvation Army. Leader's Guide.
ED 144 688
Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program.
ED 144 695
Learning About Families. (Course Outline; Prepared for Use in Overnight Camps of the Salvation Army.) Leader's Guide (Experimental Edition).
ED 144 683
- San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.**
Chinese Children's Songs.
ED 144 387
A Multicultural Social Studies Series. Book 1. Europe.
ED 144 389
Placement Tests for Golden Mountain Reading Series.
ED 144 388
- San Francisco Univ., Calif. Dept. of Education.**
The Filipino Family, Teacher's Guide. A Unit of the Bay Area Filipino Culture Education Project, Revised Edition 1977 [And] Student Booklet [And] Teenagers in the Philippines and the Filipino Teenager: USA, Teacher's Guide. [And] Appendix: Final Report.
ED 144 864
- Santa Ana Coll., Calif.**
Review of Multi-unit Community College District Organization.
ED 144 658
Yesterday and Today: A Comparison of Santa Ana College Students, Fall 1966 and Fall 1976.
ED 144 660
- Santa Fe Community Coll., Gainesville, Fla.**
The Career Associate in Special Education (CASE) Program 1973-1976. Final Report.
ED 144 329
- School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.**
Migrant Adaptation - A Cross-Cultural Problem. A Review of Research on Migration, Minority Groups and Cultural Differences, with Special Regard to Children. Educational and Psychological Interactions, No. 59.
ED 144 368
- Schools Council, London (England).**
The Development of Writing Abilities (11-18).
ED 144 049//
- Scientific Manpower Commission, Washington, D.C.**
Supply and Demand for Scientists and Engineers. A Review of Selected Studies.
ED 144 831
- Seaford School District, Del.**
Project Seacap: Establishing a Child Service Demonstration Program for the Learning Disabled in Delaware. Final Evaluation Report. July 1, 1973 - August 31, 1975.
ED 144 292
- Seattle Public Schools, Wash.**
A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.
ED 145 014
- Seattle Public Schools, Wash. Dept. of Management Information Services.**
Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.
ED 144 225
- Secretariat of Education, Tripoli (Libya).**
A Concise National Report on Educational Developments in the Socialist People's Libyan Arab Jamahiriya during the Two Academic Years 1974/75-1975/76.
ED 144 883

Society of Spanish and Spanish-American Studies.

A Selected and Annotated Bibliography of Chicano Studies. SSSAS. Bibliographies 101.
ED 144 775//

South Carolina Commission on Higher Education, Columbia.

Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.

ED 144 454

South Carolina Medical Univ., Charleston.**Area Health Education Center.**

Nutritional Betterment Through Higher Education. Remarks by Statewide Leaders at a Planning Session for a Statewide Conference on Nutrition Education.

ED 144 454

South Carolina State Dept. of Education, Columbia.

South Carolina D.E. Teacher-Coordinator Operational Handbook.

ED 143 865

South Carolina State Dept. of Education, Columbia. Office of Research.

Declining Enrollment: Implications for South Carolina School Districts.

ED 144 254

Southern Illinois Univ., Carbondale. Dept. of Linguistics.

Accent and the Evaluation of ESL Oral Proficiency. Occasional Papers on Linguistics, No. 1.

ED 144 406

Can Discourse Be Language-Biased: Vietnamese and Non-Vietnamese Performance on 'Biased' Cloze Tests. Occasional Papers on Linguistics, No. 1.

ED 144 407

Cloze and Dictation Tasks as Predictors of Intelligence and Achievement. Occasional Papers on Linguistics, No. 1.

ED 144 402

Demonstration of Assessment of Language Dominance of Spanish-Speaking Bilingual Children. Occasional Papers on Linguistics, No. 1.

ED 144 417

The Description of an Instrument to Assess the Receptive Language of Monolingual or Bilingual (Spanish/English) Children 12 to 36 Months of Age. Occasional Papers on Linguistics, No. 1.

ED 144 411

The Emergence of Decentration in Children's Social Speech. Occasional Papers on Linguistics, No. 1.

ED 144 408

Emerging Instrumentation for Assessing Language Dominance. Occasional Papers on Linguistics, No. 1.

ED 144 410

Foreign Language Grammar for Reading Comprehension: Some Hypotheses. Occasional Papers on Linguistics, No. 1.

ED 144 401

How Important is Language Proficiency to IQ and Other Educational Tests? Occasional Papers on Linguistics, No. 1.

ED 144 394

Interference of a Native Dialect in Second Dialect Acquisition. Occasional Papers on Linguistics, No. 1.

ED 144 404

The Language-Experience Approach as a Means to Reading Proficiency and Language Proficiency in First and Second Languages. Occasional Papers on Linguistics, No. 1.

ED 144 400

Lexical Dominance: A Case Study of English and Greek. Occasional Papers on Linguistics, No. 1.

ED 144 412

Measuring Sentence Complexity in Spontaneous Speech. Occasional Papers on Linguistics, No. 1.

ED 144 405

Neurological Research on Language and the Implications for Teaching Bilingual Children to Read. Occasional Papers on Linguistics, No. 1.

ED 144 396

Patterns of Various ESOL Proficiency Test Scores by Native Language and Proficiency Levels. Occasional Papers on Linguistics, No. 1.

ED 144 409

Rater Reliability and Oral Proficiency Evaluations. Occasional Papers on Linguistics, No. 1.

ED 144 403

Reading in a Second Language. Occasional Papers on Linguistics, No. 1.

ED 144 397

Separating the (g) Factor from Reading Comprehension. Occasional Papers on Linguistics, No. 1.

ED 144 398

Some Factors in Reading Proficiency and Second Language Acquisition: Age Level, Acculturation and Decoding Skills. Occasional Papers on Linguistics, No. 1.

ED 144 395

Towards Characterizing Perceptual Strategies of Second Language Readers. Occasional Papers on Linguistics, No. 1.

ED 144 399

Southern Rural Development Center, State College, Miss.

SRDC Plan of Work - Southern States' Title V Programs. SRDC Series Publication No. 22, June 1977.

ED 144 741

Standing Conference of Ministers of Education and Culture of the Laender, Bonn (West Germany).

Major Trends in Educational Development 1974-1976 in the Federal Republic of Germany.

ED 144 895

Stanford Research Inst., Menlo Park, Calif.

Longitudinal Evaluation of Selected Features of the National Follow Through Program. Appendix B: Parent Interview Survey, 1969-70. Draft.

ED 144 984

Stanford Univ., Calif. Committee on Linguistics.

Learning How to Tell It Like It Is: The Development of the Reportative Function in Children's Speech. Papers and Reports in Child Language Development, No. 13.

ED 144 383

Stanford Univ., Calif. School Mathematics Study Group.

Mathematics for the Elementary School, Book K. Teacher's Commentary, Special Edition (Revised).

ED 144 791

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part I, Unit No. 31. Revised Edition.

ED 144 833

Mathematics for the Elementary School, Grade 5. Teacher's Commentary, Part II, Unit No. 32. Revised Edition.

ED 144 834

Mathematics for the Elementary School, Book K. Teacher's Commentary, Unit No. 51. Revised Edition.

ED 144 835

Mathematics for the Elementary School, Book 1. Teacher's Commentary, Unit No. 53. Revised Edition.

ED 144 836

Mathematics for the Elementary School, Book 2. Teacher's Commentary, Unit No. 55. Revised Edition.

ED 144 837

SMSG: The Making of a Curriculum.

ED 144 792

Very Short Course in Mathematics for Parents.

ED 144 793

Stanford Univ., Calif. School of Education.

Reach: A Multicultural Education Resource Handbook for the San Francisco Bay Area.

ED 144 867

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Across the Great Divide: Teachers and Administrators Interpret Research Findings.

ED 144 180

Students' Perceptions of Behavior and Instructional Practices in Open-Space Schools.

ED 143 939

State Project to Implement Career**Education, New York, N.Y.**

How to Infuse Career Education into the Curriculum. "How-To" Series Guide Five. Revised Edition.

ED 143 777

State Univ. of New York, Albany.**Coordinating Area No. 4.**

A Guidance Manual for the Physically Disabled Two Year College Applicant.

ED 144 648

State Univ. of New York, Albany. Univ. Libraries.

Annual Report of the University Libraries. June 1, 1975-May 31, 1976.

ED 144 556

State Univ. of New York, Old Westbury. Empire State Coll. Long Island Learning Center.

A Summary of Research in Personalized, Individualized, and Self-Paced Instruction in College Economics. Research in Economic Education, Report No. 1.

ED 144 859

Student Press Law Center, Washington, D.C.

[Report from the Student Press Law Center.]

ED 144 053

Sussex Univ. (England). Inst. of Development Studies.

Deschool? Try Using Schools for Education First: The Educational Impasse in the Developing World. IDS Discussion Paper No. 6. Revised.

ED 144 171

Education and Employment in Mexico: Some Thoughts on Specific and Feasible Policies. IDS Discussion Paper No. 55.

ED 144 172

Participation and Education in Tanzania. IDS Discussion Paper No. 86.

ED 144 173

Syracuse Univ., N.Y.

A Study of the Feasibility of Two Data-Collection Techniques for Determining Present Activities and Perceived Program Needs in Continuing Education and Extension in Degree-Granting Post-Secondary Institutions in New York State.

ED 143 826

Syracuse Univ., N.Y. School of Information Studies.

Subject Access Project. Second Quarterly Progress Report.

ED 144 527

Syracuse Univ. Research Corp., N.Y.**Educational Policy Research Center.**

Problems in Implementing Competency-Based Programs.

ED 144 243

Tamaqua Area School District, Pa.

Communication Arts Curriculum: A Model Program. Revised.

ED 144 088

A Flexible Scheduling Approach.

ED 144 179

Tarboro City Schools, N.C.

Curriculum Development in Occupational Exploration.

ED 143 855

Technical Education Research Center, Washington, D.C.

Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.

ED 143 884

Tennessee Higher Education Commission, Nashville.

Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.

ED 144 453

Tennessee State Board of Regents, Nashville.

Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.

- Tennessee Technological Univ., Cookeville.
Coll. of Education.
Tennessee Educators' Viewpoints Regarding Professional Negotiations. A Research Study.
ED 144 233
- Tennessee Univ., Knoxville.
Proceedings: Learning and the Learners. The Second Annual Tennessee Symposium on Higher Education.
ED 144 453
- Texas A and M Univ., College Station. Coll. of Education.
Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.
ED 144 993
- Texas A and M Univ., College Station.
Texas Agricultural Experiment Station.
Motivational Determinants of Status Aspirations: Comments on Sex Variations.
ED 144 763
- Texas Education Agency, Austin. Div. of Curriculum Development.
Suggested Activities for Environmental Education in the Elementary Schools.
ED 144 786
Suggested Activities for Environmental Education in the Secondary Schools.
ED 144 787
- Texas Joint Council of Teachers of English, Houston.
Writing.
ED 144 061
- Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.
Early Childhood Development Programs in Texas: An Analysis of Benefits and Costs.
ED 144 698
- Texas Technological Coll., Lubbock.
A School and Home-Based Bilingual Education Model (Nursery School-Grade 3). End-of-Year Evaluation Report, 1976-77 (Second-Year Evaluation Study).
ED 144 705
- Texas Univ., Austin. Dept. of Educational Psychology.
Cognitive Elaboration Learning Strategies.
ED 144 953
The Effects of the Strength and Number of Visual Mediators in the Learning Process. Final Report.
ED 143 998
- Texas Univ., Austin. Research and Development Center for Teacher Education.
A Manual for Assessing Open-Ended Statements of Concern About an Innovation.
ED 144 207
- Toledo Univ., Ohio.
Ohio Academic Library Innovation: A Directory. Tower Series No. 3.
ED 144 607
- Tufts Univ., Medford, Mass. Fletcher School of Law and Diplomacy.
Governmental Objectives in Exchanges of Persons Programs.
ED 144 856
- Umea Univ. (Sweden).
Evaluation of a Computer-Based Current Awareness Service for Swedish Social Scientists. Research Report No. 29.
ED 144 611
- United Ministries in Higher Education, Portland, Oreg.
The Community Colleges: Opportunities for the Church to Create New Staffing Patterns for Ministry in Higher Education. Perspectives on the Church and the Community College, Paper No. 12.
ED 144 668
- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Lifelong Education: The Curriculum and Basic Learning Needs. Regional Seminar (Chatang-mai, Thailand, June 7-15, 1976). Final Report.
ED 143 771
School Science Education in India. [Studies of Curriculum Development Centres in Asia 1].
ED 144 817
- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development--1.
ED 143 767
Communication and Rural Development.
ED 144 158//
Cross-Cultural Broadcasting.
ED 144 552
Development in Education in Bangladesh 1975-77: A Country Report.
ED 144 884
The Economics of New Educational Media. Present Status of Research and Trends. Educational Methods and Techniques 1.
ED 144 222
Elements of the Structure and Terminology of Agricultural Education in Japan.
ED 143 766
Improvement of the Management and Administration of Education Systems Through the Use of Modern Management Methods and Techniques.
ED 144 165
Legal Questions of the Application of Microfilms.
ED 144 625
National Information Policy.
ED 144 623
New Trends in Integrated Science Teaching: Evaluation of Integrated Science Education, Volume IV.
ED 144 829
New Trends in Physics Teaching, Volume III (1976).
ED 144 815
Preliminary Survey of Education and Training Programmes at University Level in Information and Library Science.
ED 144 528
The Role of the School Leader and a Training Programme.
ED 144 166
A State-Of-The-Art Survey on Automatic Indexing.
ED 144 624
- United States Information Agency, Washington, D. C.
The U.S. Information Agency's Tenth Annual Intercultural Communication Course Syllabus, September 6-October 14, 1977.
ED 144 155
- University of Southern California, Los Angeles.
Building Educational Bridges Between Practically Everybody. A JEP Idea Book on How to Start a College-Community Partnership.
ED 144 521
- University of Southern California, Los Angeles. California Regional Resource Center.
Resource Guide for Individualized Competency-Based In-Service Training.
ED 144 322
The Secondary Resource Specialist in California: Promising Practices.
ED 144 320
Training Components for the Secondary Resource Specialist in California: Promising Practices.
ED 144 321
- University of South Florida, Tampa. Office of Institutional Research.
A Study of Engineering Students.
ED 144 456
- University Research Corp., Washington, D.C.
A Descriptive Guide to CDA Training Materials.
ED 144 697
- Urban Adult Learning Center, Portland, Maine.
A Bibliography of Instructional and Professional Materials for Adult Basic Education.
ED 143 856
- Urban and Rural Systems Associates, San Francisco, Calif.
An Exploratory Study of Women in the Health Professions Schools. Executive Summary.
ED 144 432
An Exploratory Study of Women in the Health Professions Schools. Volume I: Data Analysis, Findings, Conclusions, Recommendations.
ED 144 433
An Exploratory Study of Women in the Health Professions Schools. Volume II: Women in Medicine.
ED 144 434
An Exploratory Study of Women in the Health Professions Schools. Volume III: Women in Osteopathic Medicine.
ED 144 435
An Exploratory Study of Women in the Health Professions Schools. Volume IV: Women in Dentistry.
ED 144 436
An Exploratory Study of Women in the Health Professions Schools. Volume IX: Women in Public Health.
ED 144 437
An Exploratory Study of Women in the Health Professions Schools. Volume X: Bibliography and Annotated Bibliography.
ED 144 438
- Urban Inst., Washington, D.C.
Citizen Participation: A Review and Commentary of Federal Policies and Practices.
ED 144 219
Citizen Participation: The Local Perspective.
ED 144 218
Improving the Mobility of the Elderly and Handicapped through User-Side Subsidies. Working Paper: 5050-4-4.
ED 144 244
Land Use and the Legislatures: The Politics of State Innovation. Land Use Series.
ED 144 256
Mobility, Accessibility, and Travel Impacts of Transportation Programs for the Elderly and Handicapped. Working Paper: 5050-4-6.
ED 144 245
- Utah Migrant Council, Salt Lake City.
Utah Migrant Council Health Specialist Training Program. Evaluation Report, May 1973.
ED 144 746
- Utah State Univ., Logan. Div. of Instructional Development.
An Assessment of Educational Needs for the Department of Wildlife Science.
ED 144 781
An Assessment of Educational Needs for the Department of Civil and Environmental Engineering.
ED 144 782
- Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.
Survey of Pupils in Vancouver Schools for Whom English is a Second Language. (A Replication of the Survey for the Task Force on English).
ED 144 361
- Ventura County Community Coll. District, Calif.
Affirmative Action Policy and Program Manual. [Revised]
ED 144 645
- Ventura County Superintendent of Schools, Calif.
Maintenance and Development of the California Manpower Management Information System. Final Report.
ED 143 881
- Vincent/Curtis, Boston, Mass.
The Vincent/Curtis Educational Register 1977/1978. Thirty-seventh Annual Edition.
ED 144 196//

ED 144 141//

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Alternatives to Contemporary Exploratory Programs. Final Report.
ED 143 880

Virginia State Dept. of Education, Richmond.
Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.
ED 144 922
Regulations Relative to Certification Endorsements for Principals, Supervisory Personnel, Elementary Teachers, Reading Teachers, Reading Specialists, and Pupil Personnel Certificates.
ED 144 924

Virginia State Dept. of Education, Richmond. Div. of Teacher Education and Certification.
Standards for Approval of Teacher Preparation Programs in Virginia.
ED 144 923

Washington State Legislature, Olympia. Legislative Budget Committee.
Faculty Utilization by the Community Colleges; A Report to the Washington State Legislature. Performance Audit No. 76-10.
ED 144 656

Washoe County School District, Reno, Nev.
Administrator's Guide to Career Education in the Elementary School.
ED 143 827

Wausau District Public Schools, Wis.
Instructional Guide for Outdoor Education, K-3. Wausau District Public Schools, Wausau, Wisconsin.
ED 144 824
Wausau District Public Schools Outdoor Education Camp Director's Manual.
ED 144 825

Western Interstate Commission for Higher Education, Boulder, Colo.
Colleges and Universities as Agents of Social Change.
ED 144 503

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
The RRP Model: A Primer for Using the NCHEMS Resource Requirements Prediction Model (RRPM 1.6). NCHEMS Technical Report 104.
ED 144 520

Western Michigan Univ., Kalamazoo.
Western Michigan University Program Review System. Initial Design.
ED 144 536

Western Speech Communication Association.
Freedom of Speech Newsletter, Volume 3, Number 3, June 1977.
ED 144 136

West Virginia Coll. of Graduate Studies, Institute.
Expanding Options for Handicapped Persons Receiving Vocational Education.
ED 144 334

West Virginia Library Association.
Bibliographic Instruction.
ED 144 582

West Virginia State Dept. of Education, Charleston.
Mason County Career Education, K-Adult. Vol. I. Teacher's Instructional Manual for Early Elementary Education, K-3.
ED 143 818
Mason County Career Education, K-Adult. Vol. II. Teacher's Instructional Manual for

Upper Elementary Education, 4-6.
ED 143 819
Mason County Career Education, K-Adult. Vol. III. Teacher's Instructional Manual for Secondary Education, 7-12.
ED 143 820

West Virginia Univ., Morgantown.
Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.
ED 143 786

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Faculty Appointments.
ED 144 466
Union Rights.
ED 144 465

Wichita State Univ., Kans.
Contemporary Theories of Oral Communication: A Collection of Abstracts, Critical Literature Reviews, and Experiments in the Study of Communication.
ED 144 125

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Administrative Services.
Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1975-76 Information. Bulletin No. 7142.
ED 144 223
Planning for Better Education in Wisconsin . . . A Guide for Agency School Committees. 1976-77 Data Supplement. Bulletin No. 7446.
ED 144 224

Wisconsin Univ., Madison. Inst. for Research on Poverty.
An Aesthetic Theory of School Vandalism. Discussion Papers 419.
ED 145 036
Blacks' Attitudes and Behaviors Toward Television.
ED 145 041
Blacks' Relationship with the Print Media. Discussion Papers 427-77.
ED 145 042
Poverty, Race, and Infant Mortality in the United States. Discussion Papers 404-77.
ED 145 032

Wisconsin Univ., Madison. Library School.
A Search for New Insights in Librarianship: A Day of Comparative Studies.
ED 144 579

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Development of a Test of Mathematical Problem Solving Which Yields A Comprehension, Application, and Problem Solving Score. Technical Report No. 407.
ED 144 958
Evaluating Priority Effects in Free Recall. Report from the Project on Children's Learning and Development. Theoretical Paper No. 66.
ED 144 969

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Wisconsin Occupational Information System. Annual Progress Report.
ED 144 580

Wisconsin Univ., Milwaukee. School of Education.
Developmental Disabilities Advocacy Project. Final Report. June, 1975 to February, 1976.
ED 144 293

Women's Inst. for Freedom of the Press, Washington, D.C.
Women in Media: A Documentary Source Book.

World Council of Comparative Education Societies, Geneva (Switzerland).
Efficiencies and Inefficiencies in Secondary Schools. Proceedings of the Second World Congress of Comparative Education Societies (Geneva, Switzerland, June 28-July 2, 1974).
ED 144 242

World Fertility Survey, London (England).
Assessing the Availability of Fertility Regulation Methods: Report on a Methodological Study. Scientific Reports, No. 1, February 1977.
ED 144 851

Worldwatch Inst., Washington, D.C.
Spreading Deserts-The Hand of Man. Worldwatch Paper 13.
ED 144 861

Wright State Univ., Dayton, Ohio. Public Education Religion Studies Center.
Teaching about Religion in Public Schools.
ED 144 857

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
The Beginning of Civic Universities: A Survey of Societal and Internal Influences. Yale Higher Education Program Working Paper.
ED 144 484

European Universities-The Unfinished Revolution. Yale Higher Education Program Working Paper
ED 144 485
Legislating German University Structure: The Politics of Tradition in Hesse, 1960-1966. Yale Higher Education Program Working Paper.
ED 144 478

Medicine, Politics, and Higher Education, 1777-1813: The Prehistory of the Yale Medical School. Yale Higher Education Program Working Paper.
ED 144 481

Problems of Access in the Context of Academic Structures. Yale Higher Education Program Working Paper.
ED 144 489

Reform and Restraint in Higher Education: The French Experience, 1865-1914. Yale Higher Education Program Working Paper.
ED 144 479

The Structure of Academic Governance in Italy. Yale Higher Education Program Working Paper.
ED 144 477

The Structure of Academic Governance in the United States. Yale Higher Education Program Working Paper.
ED 144 482

The Structure of Academic Governance in Japan. Yale Higher Education Program Working Paper.
ED 144 483

The Structure of Academic Governance in Great Britain. Yale Higher Education Program Working Paper.
ED 144 486

The Structure of Higher Education in the German Democratic Republic. Yale Higher Education Program Working Paper.
ED 144 476

Structures of Post-Secondary Education. Yale Higher Education Program Working Paper.
ED 144 490

University Government in Nazi Germany: The Example of Hamburg. Yale Higher Education Program Working Paper.
ED 144 488

Veritas et Pecunia: The Historical Economy of Education. Yale Higher Education Program Working Paper.
ED 144 480

York Univ. (England). Dept. of Language.
Bilingualism in Alsace: An Associationist Approach to "Competence." York Papers in Linguistics, No. 7.
ED 144 360

De-Creolization and Re-Creolization: A Preliminary Report on the Sociolinguistic Survey of Multilingual Communities Stage II: St. Lucia. York Papers in Linguistics, No. 7.
ED 144 359

Clearinghouse Number/ED Number Cross-Reference Index

337

This index cross-references the temporary ERIC Clearinghouse accession number to the permanent ERIC Document (ED) accession numbers by which resumes are arranged in *Resources in Education* (RIE). Readers who have only Clearinghouse numbers for a given document may use this index to trace the item to its ED number and hence to its location in RIE.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following Clearinghouse prefixes are used in this index:

CE—Career Education	PS—Early Childhood Education
CG—Counseling and Personnel Services	RC—Rural Education and Small Schools
CS—Reading and Communication Skills	SE—Science, Mathematics, and Environmental Education
EA—Educational Management	SO—Social Studies/Social Science Education
EC—Handicapped and Gifted Children	SP—Teacher Education
FL—Languages and Linguistics	TM—Tests, Measurement, and Evaluation
HE—Higher Education	UD—Urban Education
IR—Information Resources	
JC—Junior Colleges	

CE008339	ED143766	CE012391	ED143825	CE012774	ED143884
CE008340	ED143767	CE012394	ED143826	CE012862	ED143885
CE009102	ED143768	CE012401	ED143827	CE012864	ED143886
CE009111	ED143769	CE012405	ED143828	CE012962	ED143887
CE009991	ED143770	CE012410	ED143829	CE012975	ED143888
CE009996	ED143771	CE012411	ED143830		
CE010133	ED143772	CE012414	ED143831	CG011617	ED143889
CE010855	ED143773	CE012415	ED143832	CG011623	ED143890
CE011100	ED143774	CE012416	ED143833	CG011653	ED143891
CE011218	ED143775	CE012421	ED143834	CG011654	ED143892
CE011310	ED143776	CE012422	ED143835	CG011655	ED143893
CE011535	ED143777	CE012423	ED143836	CG011656	ED143894
CE011572	ED143778	CE012424	ED143837	CG011659	ED143895
CE011805	ED143779	CE012425	ED143838	CG011660	ED143896
CE011806	ED143780	CE012426	ED143839	CG011661	ED143897
CE011807	ED143781	CE012427	ED143840	CG011663	ED143898
CE011808	ED143782	CE012428	ED143841	CG011664	ED143899
CE011809	ED143783	CE012429	ED143842	CG011665	ED143900
CE011899	ED143784	CE012430	ED143843	CG011666	ED143901
CE011907	ED143785	CE012462	ED143844	CG011668	ED143902
CE011909	ED143786	CE012465	ED143845	CG011669	ED143903
CE011927	ED143787//	CE012466	ED143846	CG011670	ED143904
CE011939	ED143788	CE012468	ED143847	CG011672	ED143905
CE011983	ED143789	CE012474	ED143848	CG011673	ED143906
CE012024	ED143790	CE012475	ED143849	CG011674	ED143907
CE012025	ED143791	CE012476	ED143850	CG011675	ED143908
CE012028	ED143792	CE012478	ED143851	CG011676	ED143909
CE012060	ED143793	CE012479	ED143852	CG011677	ED143910
CE012102	ED143794	CE012480	ED143853	CG011679	ED143911
CE012103	ED143795	CE012481	ED143854	CG011680	ED143912
CE012105	ED143796	CE012484	ED143855	CG011682	ED143913
CE012120	ED143797	CE012490	ED143856	CG011690	ED143914
CE012125	ED143798	CE012491	ED143857	CG011691	ED143915
CE012126	ED143799	CE012510	ED143858	CG011692	ED143916
CE012128	ED143800	CE012521	ED143859	CG011694	ED143917
CE012130	ED143801	CE012530	ED143860	CG011695	ED143918
CE012133	ED143802	CE012534	ED143861	CG011696	ED143919
CE012134	ED143803	CE012541	ED143862	CG011697	ED143920
CE012137	ED143804	CE012542	ED143863	CG011698	ED143921
CE012138	ED143805	CE012543	ED143864	CG011699	ED143922
CE012139	ED143806	CE012557	ED143865	CG011700	ED143923
CE012143	ED143807	CE012561	ED143866	CG011701	ED143924
CE012157	ED143808	CE012562	ED143867	CG011702	ED143925
CE012159	ED143809	CE012563	ED143868	CG011703	ED143926
CE012167	ED143810	CE012568	ED143869	CG011704	ED143927//
CE012169	ED143811	CE012569	ED143870	CG011707	ED143928
CE012172	ED143812	CE012570	ED143871	CG011708	ED143929
CE012187	ED143813	CE012571	ED143872	CG011709	ED143930
CE012200	ED143814	CE012572	ED143873	CG011710	ED143931
CE012253	ED143815	CE012573	ED143874	CG011711	ED143932
CE012294	ED143816	CE012574	ED143875	CG011712	ED143933
CE012321	ED143817	CE012575	ED143876	CG011717	ED143934
CE012344	ED143818	CE012576	ED143877	CG011718	ED143935
CE012345	ED143819	CE012597	ED143878	CG011719	ED143936
CE012346	ED143820	CE012660	ED143879	CG011721	ED143937
CE012385	ED143821	CE012661	ED143880	CG011722	ED143938
CE012387	ED143822	CE012706	ED143881	CG011723	ED143939
CE012389	ED143823	CE012727	ED143882	CG011724	ED143940
CE012390	ED143824	CE012759	ED143883	CG011725	ED143941

CG011726	ED143942	CS003699	ED144039	CS501830	ED144137
CG011727	ED143943	CS003700	ED144040	CS501831	ED144138
CG011729	ED143944	CS003701	ED144041	CS501833	ED144139//
CG011730	ED143945	CS003702	ED144042	CS501834	ED144140
CG011731	ED143946	CS003703	ED144043	CS501835	ED144141//
CG011733	ED143947	CS003710	ED144044	CS501836	ED144142
CG011735	ED143948	CS003711	ED144045	CS501837	ED144143
CG011736	ED143949	CS003712	ED144046	CS501838	ED144144
CG011737	ED143950	CS003715	ED144047	CS501842	ED144145
CG011738	ED143951	CS203154	ED144048	CS501843	ED144146
CG011739	ED143952	CS203204	ED144049//	CS501844	ED144147
CG011740	ED143953	CS203491	ED144050//	CS501845	ED144148
CG011741	ED143954	CS203495	ED144051	CS501846	ED144149
CG011742	ED143955	CS203496	ED144052	CS501847	ED144150
CG011743	ED143956	CS203501	ED144053	CS501848	ED144151
CG011744	ED143957	CS203552	ED144054//	CS501849	ED144152
CG011745	ED143958	CS203565	ED144055	CS501850	ED144153
CG011746	ED143959	CS203581	ED144056	CS501851	ED144154
CG011747	ED143960	CS203582	ED144057	CS501853	ED144155
CG011748	ED143961	CS203583	ED144058	CS501854	ED144156
CG011749	ED143962	CS203584	ED144059	CS501855	ED144157
CG011750	ED143963	CS203585	ED144060	CS501856	ED144158//
CG011751	ED143964	CS203586	ED144061	CS501857	ED144159
CG011752	ED143965	CS203587	ED144062	CS501858	ED144160
CG011754	ED143966	CS203588	ED144063	CS501860	ED144161
CG011755	ED143967	CS203590	ED144064	CS501862	ED144162
CG011756	ED143968	CS203591	ED144065		
CG011757	ED143969	CS203592	ED144066	EA009767	ED144163
CG011758	ED143970	CS203593	ED144067	EA009802	ED144164
CG011759	ED143971	CS203594	ED144068//	EA009809	ED144165
CG011760	ED143972	CS203595	ED144069	EA009810	ED144166
CG011778	ED143973	CS203596	ED144070	EA009833	ED144167
CG011779	ED143974	CS203597	ED144071//	EA009834	ED144168
CG011780	ED143975	CS203598	ED144072//	EA009839	ED144169
CG011781	ED143976	CS203600	ED144073	EA009840	ED144170
CG011782	ED143977	CS203601	ED144074	EA009841	ED144171
CG011785	ED143978	CS203602	ED144075	EA009842	ED144172
CG011786	ED143979	CS203603	ED144076	EA009843	ED144173
CG011824	ED143980//	CS203604	ED144077	EA009844	ED144174
CG011825	ED143981//	CS203605	ED144078	EA009845	ED144175
CG011826	ED143982//	CS203606	ED144079	EA009859	ED144176
CG011827	ED143983//	CS203608	ED144080	EA009860	ED144177
CG011828	ED143984//	CS203609	ED144081//	EA009861	ED144178
CG011829	ED143985//	CS203610	ED144082//	EA009865	ED144179
CG011830	ED143986//	CS203611	ED144083//	EA009866	ED144180
CG011831	ED143987//	CS203612	ED144084	EA009867	ED144181
CG011832	ED143988//	CS203613	ED144085	EA009873	ED144182
CG011833	ED143989//	CS203614	ED144086	EA009876	ED144183
CG011834	ED143990//	CS203615	ED144087	EA009879	ED144184
CG011835	ED143991//	CS203616	ED144088	EA009883	ED144185
CG011896	ED143992	CS203617	ED144089	EA009885	ED144186
CG011897	ED143993	CS203618	ED144090	EA009886	ED144187
CG011898	ED143994	CS203619	ED144091	EA009887	ED144188
CG011899	ED143995	CS203620	ED144092	EA009888	ED144189
		CS203621	ED144093	EA009889	ED144190
CS002673	ED143996	CS203622	ED144094	EA009890	ED144191
CS003408	ED143997	CS203623	ED144095	EA009891	ED144192
CS003526	ED143998	CS203624	ED144096	EA009892	ED144193
CS003599	ED143999	CS203625	ED144097	EA009893	ED144194
CS003624	ED144000	CS203626	ED144098	EA009894	ED144195
CS003626	ED144001	CS203627	ED144099	EA009895	ED144196//
CS003637	ED144002	CS203628	ED144100	EA009896	ED144197
CS003640	ED144003//	CS203629	ED144101	EA009897	ED144198
CS003641	ED144004//	CS203630	ED144102	EA009898	ED144199
CS003645	ED144005	CS203631	ED144103	EA009899	ED144200
CS003646	ED144006	CS203632	ED144104	EA009900	ED144201
CS003647	ED144007	CS203633	ED144105	EA009901	ED144202
CS003648	ED144008//	CS203634	ED144106	EA009902	ED144203
CS003650	ED144009	CS203635	ED144107//	EA009904	ED144204
CS003652	ED144010//	CS203637	ED144108//	EA009905	ED144205
CS003653	ED144011//	CS203638	ED144109	EA009906	ED144206
CS003654	ED144012//	CS501679	ED144110	EA009907	ED144207
CS003656	ED144013	CS501774	ED144111	EA009908	ED144208
CS003657	ED144014	CS501775	ED144112	EA009909	ED144209
CS003658	ED144015	CS501796	ED144113//	EA009910	ED144210//
CS003659	ED144016	CS501798	ED144114	EA009911	ED144211
CS003660	ED144017	CS501801	ED144115	EA009912	ED144212
CS003667	ED144018	CS501805	ED144116//	EA009913	ED144213
CS003668	ED144019	CS501809	ED144117	EA009914	ED144214
CS003669	ED144020	CS501810	ED144118//	EA009916	ED144215//
CS003670	ED144021//	CS501811	ED144119	EA009917	ED144216//
CS003671	ED144022//	CS501812	ED144120	EA009918	ED144217
CS003672	ED144023	CS501813	ED144121	EA009919	ED144218
CS003674	ED144024	CS501814	ED144122	EA009920	ED144219
CS003675	ED144025	CS501815	ED144123	EA009921	ED144220
CS003676	ED144026	CS501816	ED144124	EA009923	ED144221
CS003679	ED144027	CS501817	ED144125	EA009926	ED144222
CS003680	ED144028//	CS501818	ED144126	EA009930	ED144223
CS003681	ED144029	CS501819	ED144127	EA009931	ED144224
CS003682	ED144030	CS501820	ED144128	EA009932	ED144225
CS003683	ED144031	CS501822	ED144129	EA009933	ED144226
CS003684	ED144032	CS501823	ED144130	EA009935	ED144227
CS003685	ED144033	CS501824	ED144131	EA009936	ED144228
CS003686	ED144034	CS501825	ED144132	EA009937	ED144229
CS003687	ED144035	CS501826	ED144133	EA009938	ED144230//
CS003690	ED144036	CS501827	ED144134	EA009940	ED144231//
CS003691	ED144037	CS501828	ED144135	EA009941	ED144232
CS003698	ED144038	CS501829	ED144136	EA009944	ED144233

EA009945	ED144234	EC102454	ED144331	HE009199	ED144427
EA009946	ED144235	EC102455	ED144332	HE009200	ED144428
EA009947	ED144236	EC102456	ED144333	HE009202	ED144429
EA009948	ED144237	EC102457	ED144334	HE009205	ED144430
EA009949	ED144238	EC102458	ED144335	HE009210	ED144431
EA009950	ED144239	EC102459	ED144336	HE009211	ED144432
EA009951	ED144240//	EC102464	ED144337	HE009212	ED144433
EA009952	ED144241//	EC102465	ED144338	HE009213	ED144434
EA009955	ED144242	EC102467	ED144339	HE009214	ED144435
EA009956	ED144243			HE009215	ED144436
EA009957	ED144244	FL008637	ED144340	HE009220	ED144437
EA009958	ED144245	FL008738	ED144341	HE009221	ED144438
EA009960	ED144246	FL008745	ED144342	HE009222	ED144439
EA009961	ED144247	FL008764	ED144343	HE009223	ED144440
EA009963	ED144248	FL008787	ED144344	HE009224	ED144441
EA009964	ED144249	FL008789	ED144345//	HE009225	ED144442
EA009966	ED144250	FL008802	ED144346	HE009226	ED144443
EA009967	ED144251	FL008809	ED144347	HE009227	ED144444
EA009968	ED144252	FL008810	ED144348	HE009228	ED144445
EA009969	ED144253	FL008811	ED144349	HE009229	ED144446
EA009971	ED144254	FL008814	ED144350	HE009230	ED144447
EA009973	ED144255	FL008815	ED144351	HE009231	ED144448
EA009975	ED144256	FL008817	ED144352	HE009232	ED144449
EA009976	ED144257	FL008818	ED144353	HE009233	ED144450
EA009977	ED144258	FL008819	ED144354//	HE009234	ED144451
EA009978	ED144259	FL008820	ED144355//	HE009235	ED144452
EA009979	ED144260//	FL008826	ED144356	HE009236	ED144453
EA009981	ED144261	FL008827	ED144357//	HE009237	ED144454
EA009982	ED144262	FL008828	ED144358//	HE009239	ED144455
		FL008832	ED144359	HE009240	ED144456
		FL008833	ED144360	HE009241	ED144457
EC101373	ED144263	FL008834	ED144361	HE009243	ED144458
EC101374	ED144264	FL008845	ED144362	HE009244	ED144459
EC101377	ED144265	FL008846	ED144363	HE009245	ED144460
EC101379	ED144266	FL008847	ED144364//	HE009247	ED144461
EC101392	ED144267	FL008849	ED144365	HE009248	ED144462
EC101551	ED144268	FL008850	ED144366	HE009249	ED144463
EC101552	ED144269	FL008851	ED144367	HE009250	ED144464
EC101751	ED144270	FL008852	ED144368	HE009251	ED144465
EC101852	ED144271	FL008854	ED144369	HE009252	ED144466
EC101853	ED144272	FL008855	ED144370//	HE009254	ED144467
EC101861	ED144273	FL008856	ED144371	HE009255	ED144468
EC102210	ED144274	FL008858	ED144372	HE009256	ED144469
EC102211	ED144275	FL008859	ED144373	HE009257	ED144470
EC102212	ED144276	FL008860	ED144374	HE009258	ED144471
EC102213	ED144277	FL008861	ED144375	HE009259	ED144472
EC102214	ED144278	FL008862	ED144376	HE009260	ED144473
EC102215	ED144279	FL008863	ED144377	HE009261	ED144474
EC102216	ED144280	FL008864	ED144378	HE009263	ED144475
EC102217	ED144281	FL008866	ED144379	HE009264	ED144476
EC102218	ED144282	FL008867	ED144380	HE009265	ED144477
EC102219	ED144283	FL008868	ED144381	HE009266	ED144478
EC102220	ED144284	FL008870	ED144382	HE009267	ED144479
EC102221	ED144285	FL008875	ED144383	HE009268	ED144480
EC102229	ED144286	FL008877	ED144384	HE009269	ED144481
EC102231	ED144287	FL008878	ED144385	HE009270	ED144482
EC102232	ED144288	FL008879	ED144386	HE009271	ED144483
EC102233	ED144289	FL008880	ED144387	HE009272	ED144484
EC102234	ED144290	FL008881	ED144388	HE009273	ED144485
EC102235	ED144291	FL008882	ED144389	HE009274	ED144486
EC102236	ED144292	FL008883	ED144390	HE009275	ED144487
EC102237	ED144293	FL008884	ED144391	HE009276	ED144488
EC102238	ED144294	FL008885	ED144392	HE009277	ED144489
EC102239	ED144295	FL008896	ED144393	HE009278	ED144490
EC102240	ED144296	FL008897	ED144394	HE009279	ED144491//
EC102241	ED144297	FL008899	ED144395	HE009280	ED144492//
EC102242	ED144298	FL008900	ED144396	HE009281	ED144493//
EC102243	ED144299	FL008901	ED144397	HE009282	ED144494//
EC102244	ED144300	FL008902	ED144398	HE009283	ED144495//
EC102245	ED144301	FL008903	ED144399	HE009284	ED144496//
EC102246	ED144302//	FL008904	ED144400	HE009285	ED144497
EC102351	ED144303	FL008906	ED144401	HE009286	ED144498
EC102352	ED144304	FL008908	ED144402	HE009287	ED144499
EC102353	ED144305	FL008909	ED144403	HE009288	ED144500
EC102354	ED144306	FL008910	ED144404	HE009289	ED144501
EC102355	ED144307	FL008911	ED144405	HE009290	ED144502
EC102356	ED144308	FL008912	ED144406	HE009291	ED144503
EC102357	ED144309	FL008913	ED144407	HE009292	ED144504
EC102358	ED144310	FL008914	ED144408	HE009293	ED144505
EC102359	ED144311	FL008915	ED144409	HE009294	ED144506
EC102360	ED144312	FL008916	ED144410	HE009295	ED144507
EC102361	ED144313	FL008917	ED144411	HE009296	ED144508
EC102362	ED144314	FL008918	ED144412	HE009297	ED144509
EC102363	ED144315//	FL008919	ED144413	HE009301	ED144510
EC102364	ED144316	FL008920	ED144414	HE009302	ED144511
EC102365	ED144317	FL008922	ED144415	HE009303	ED144512
EC102366	ED144318	FL008924	ED144416	HE009304	ED144513
EC102367	ED144319	FL008926	ED144417	HE009305	ED144514
EC102368	ED144320	FL008950	ED144418	HE009306	ED144515
EC102369	ED144321	FL008951	ED144419	HE009307	ED144516
EC102370	ED144322	FL008956	ED144420	HE009313	ED144517
EC102371	ED144323			HE009318	ED144518
EC102372	ED144324			HE009319	ED144519
EC102373	ED144325	HE008982	ED144421	HE009320	ED144520
EC102374	ED144326	HE009147	ED144422	HE009322	ED144521
EC102375	ED144327	HE009155	ED144423		
EC102451	ED144328	HE009176	ED144424//		
EC102452	ED144329	HE009195	ED144425	IR004727	ED144522
EC102453	ED144330	HE009198	ED144426	IR004738	ED144523

IR004741	ED144524	IR005289	ED144622	PS009594	ED144718
IR004744	ED144525	IR005292	ED144623	PS009595	ED144719
IR004748	ED144526	IR005293	ED144624	PS009599	ED144720
IR004775	ED144527	IR005294	ED144625	PS009600	ED144721
IR004782	ED144528			PS009601	ED144722
IR004807	ED144529	JC770437	ED144626	PS009605	ED144723
IR004814	ED144530	JC770438	ED144627		
IR004825	ED144531	JC770439	ED144628	RC010019	ED144724
IR004867	ED144532	JC770440	ED144629	RC010033	ED144725
IR004896	ED144533	JC770441	ED144630	RC010040	ED144726
IR004898	ED144534	JC770442	ED144631	RC010049	ED144727
IR004913	ED144535	JC770443	ED144632	RC010053	ED144728
IR004934	ED144536	JC770444	ED144633	RC010054	ED144729
IR004935	ED144537	JC770445	ED144634	RC010055	ED144730
IR004952	ED144538	JC770446	ED144635	RC010060	ED144731
IR004959	ED144539	JC770447	ED144636	RC010061	ED144732
IR004961	ED144540	JC770448	ED144637	RC010071	ED144733
IR004976	ED144541	JC770449	ED144638	RC010077	ED144734
IR005000	ED144542	JC770450	ED144639	RC010078	ED144735//
IR005001	ED144543	JC770451	ED144640	RC010081	ED144736//
IR005006	ED144544	JC770452	ED144641	RC010082	ED144737
IR005007	ED144545	JC770453	ED144642	RC010086	ED144738
IR005020	ED144546	JC770454	ED144643	RC010087	ED144739
IR005021	ED144547	JC770455	ED144644	RC010089	ED144740
IR005022	ED144548	JC770456	ED144645	RC010090	ED144741
IR005032	ED144549	JC770457	ED144646	RC010091	ED144742
IR005035	ED144550	JC770458	ED144647	RC010093	ED144743
IR005039	ED144551	JC770461	ED144648	RC010094	ED144744
IR005041	ED144552	JC770462	ED144649	RC010095	ED144745
IR005071	ED144553	JC770463	ED144650	RC010097	ED144746
IR005072	ED144554	JC770464	ED144651	RC010098	ED144747
IR005102	ED144555	JC770465	ED144652	RC010099	ED144748//
IR005104	ED144556	JC770466	ED144653	RC010100	ED144749//
IR005107	ED144557	JC770467	ED144654	RC010101	ED144750//
IR005118	ED144558	JC770468	ED144655	RC010102	ED144751//
IR005127	ED144559	JC770469	ED144656	RC010103	ED144752//
IR005130	ED144560	JC770470	ED144657	RC010104	ED144753
IR005133	ED144561	JC770471	ED144658	RC010105	ED144754
IR005134	ED144562	JC770472	ED144659	RC010106	ED144755
IR005137	ED144563	JC770473	ED144660	RC010108	ED144756
IR005140	ED144564	JC770474	ED144661	RC010109	ED144757
IR005142	ED144565	JC770476	ED144662	RC010110	ED144758
IR005163	ED144566	JC770477	ED144663	RC010111	ED144759
IR005164	ED144567	JC770478	ED144664	RC010112	ED144760
IR005166	ED144568	JC770479	ED144665	RC010113	ED144761
IR005168	ED144569	JC770481	ED144666	RC010115	ED144762
IR005170	ED144570	JC770482	ED144667	RC010116	ED144763
IR005171	ED144571	JC770483	ED144668	RC010117	ED144764//
IR005172	ED144572	JC770484	ED144669	RC010120	ED144765
IR005173	ED144573	JC770485	ED144670	RC010121	ED144766
IR005174	ED144574	JC770488	ED144671	RC010123	ED144767
IR005178	ED144575	JC770489	ED144672	RC010125	ED144768//
IR005180	ED144576	JC770490	ED144673//	RC010126	ED144769
IR005181	ED144577//			RC010127	ED144770
IR005185	ED144578	PS008863	ED144674	RC010133	ED144771//
IR005188	ED144579	PS009191	ED144675	RC010134	ED144772
IR005190	ED144580	PS009390	ED144676	RC010138	ED144773//
IR005196	ED144581	PS009431	ED144677//	RC010139	ED144774
IR005197	ED144582	PS009441	ED144678	RC010140	ED144775//
IR005198	ED144583	PS009453	ED144679//	RC010141	ED144776
IR005199	ED144584	PS009458	ED144680	RC010142	ED144777//
IR005202	ED144585	PS009489	ED144681	RC010145	ED144778
IR005203	ED144586	PS009498	ED144682		
IR005205	ED144587	PS009499	ED144683	SE022435	ED144779
IR005206	ED144588	PS009500	ED144684	SE022499	ED144780
IR005208	ED144589	PS009501	ED144685	SE022536	ED144781
IR005212	ED144590	PS009502	ED144686	SE022537	ED144782
IR005213	ED144591	PS009503	ED144687	SE022830	ED144783
IR005215	ED144592	PS009504	ED144688	SE022889	ED144784
IR005216	ED144593	PS009505	ED144689	SE022890	ED144785
IR005217	ED144594	PS009506	ED144690	SE022922	ED144786
IR005221	ED144595	PS009507	ED144691	SE022923	ED144787
IR005222	ED144596	PS009508	ED144692	SE022971	ED144788
IR005223	ED144597	PS009509	ED144693	SE022975	ED144789
IR005224	ED144598	PS009510	ED144694	SE022977	ED144790
IR005226	ED144599	PS009511	ED144695	SE023010	ED144791
IR005228	ED144600	PS009515	ED144696	SE023027	ED144792
IR005229	ED144601	PS009517	ED144697	SE023045	ED144793
IR005230	ED144602	PS009518	ED144698	SE023051	ED144794
IR005231	ED144603	PS009519	ED144699	SE023052	ED144795
IR005232	ED144604	PS009520	ED144700	SE023053	ED144796
IR005233	ED144605	PS009521	ED144701	SE023054	ED144797
IR005236	ED144606	PS009523	ED144702	SE023055	ED144798
IR005237	ED144607	PS009524	ED144703//	SE023056	ED144799
IR005238	ED144608	PS009528	ED144704	SE023057	ED144800
IR005257	ED144609	PS009530	ED144705	SE023058	ED144801
IR005258	ED144610	PS009531	ED144706	SE023060	ED144802
IR005259	ED144611	PS009532	ED144707	SE023061	ED144803
IR005260	ED144612	PS009577	ED144708	SE023062	ED144804
IR005261	ED144613	PS009578	ED144709	SE023063	ED144805
IR005262	ED144614	PS009579	ED144710	SE023064	ED144806
IR005263	ED144615	PS009580	ED144711	SE023065	ED144807
IR005267	ED144616	PS009585	ED144712	SE023066	ED144808
IR005281	ED144617	PS009586	ED144713	SE023068	ED144809
IR005284	ED144618	PS009588	ED144714	SE023069	ED144810
IR005286	ED144619	PS009591	ED144715	SE023070	ED144811
IR005287	ED144620	PS009592	ED144716	SE023071	ED144812
IR005288	ED144621	PS009593	ED144717	SE023072	ED144813

SE023078	ED144814	SO010369	ED144901	TM006534	ED144983
SE023079	ED144815	SO010370	ED144902	TM006535	ED144984
SE023080	ED144816	SO010371	ED144903	TM006539	ED144985
SE023081	ED144817	SO010372	ED144904//	TM006546	ED144986
SE023084	ED144818	SO010374	ED144905//	TM006548	ED144987
SE023090	ED144819	SO010375	ED144906//	TM006551	ED144988
SE023103	ED144820	SO010377	ED144907	TM006552	ED144989
SE023106	ED144821	SO010378	ED144908	TM006555	ED144990
SE023107	ED144822	SO010380	ED144909	TM006556	ED144991
SE023108	ED144823	SO010380	ED144909	TM006563	ED144992//
SE023114	ED144824	SO010394	ED144910	TM006564	ED144993
SE023115	ED144825	SO010395	ED144911	TM006565	ED144994
SE023119	ED144826	SO010396	ED144912	TM006573	ED144995
SE023120	ED144827	SO010398	ED144913	TM006575	ED144996
SE023124	ED144828	SO010400	ED144914	TM006585	ED144997
SE023130	ED144829	SO010401	ED144915	TM006587	ED144998
SE023131	ED144830//	SO010402	ED144916	TM006605	ED144999
SE023132	ED144831	SO010405	ED144917	TM006609	ED145000
SE023136	ED144832	SO010406	ED144918	TM006652	ED145001
SE023139	ED144833	SO010407	ED144919	UD017192	ED145002
SE023140	ED144834	SO010410	ED144920	UD017268	ED145003
SE023141	ED144835	SO010412	ED144921	UD017271	ED145004
SE023142	ED144836			UD017273	ED145005
SE023143	ED144837	SP011049	ED144922	UD017274	ED145006
SE023178	ED144838	SP011052	ED144923	UD017275	ED145007
SE023179	ED144839	SP011059	ED144924	UD017276	ED145008
SE023180	ED144840	SP011350	ED144925	UD017287	ED145009
SE023184	ED144841	SP011485	ED144926	UD017295	ED145010
SE023226	ED144842	SP011523	ED144927	UD017296	ED145011
SE023228	ED144843	SP011524	ED144928	UD017297	ED145012
SE023230	ED144844	SP011525	ED144929//	UD017309	ED145013
SE023245	ED144845	SP011526	ED144930//	UD017310	ED145014
SE023246	ED144846	SP011653	ED144931	UD017313	ED145015
SE023247	ED144847	SP011653	ED144931	UD017315	ED145016
		SP011753	ED144932	UD017318	ED145017
SO009887	ED144848	SP011757	ED144933//	UD017343	ED145018
SO010072	ED144849	SP011759	ED144934	UD017352	ED145019
SO010147	ED144850	SP011761	ED144935	UD017355	ED145020//
SO010163	ED144851	SP011762	ED144936	UD017356	ED145021//
SO010172	ED144852	SP011763	ED144937	UD017357	ED145022
SO010209	ED144853//	SP011764	ED144938	UD017358	ED145023//
SO010213	ED144854	SP011765	ED144939	UD017359	ED145024//
SO010214	ED144855	SP011766	ED144940	UD017360	ED145025//
SO010219	ED144856			UD017361	ED145026
SO010221	ED144857	TM005519	ED144941	UD017363	ED145027
SO010225	ED144858//	TM005520	ED144942	UD017365	ED145028
SO010233	ED144859	TM005576	ED144943	UD017366	ED145029
SO010239	ED144860	TM005577	ED144944	UD017367	ED145030
SO010240	ED144861	TM005861	ED144945	UD017369	ED145031
SO010241	ED144862	TM005935	ED144946	UD017379	ED145032
SO010244	ED144863	TM006070	ED144947	UD017380	ED145033//
SO010257	ED144864	TM006212	ED144948	UD017381	ED145034
SO010267	ED144865	TM006230	ED144949	UD017392	ED145035
SO010271	ED144866	TM006236	ED144950	UD017393	ED145036
SO010281	ED144867	TM006265	ED144951	UD017394	ED145037
SO010288	ED144868	TM006347	ED144952	UD017395	ED145038
SO010293	ED144869	TM006349	ED144953	UD017396	ED145039
SO010294	ED144870	TM006354	ED144954	UD017398	ED145040
SO010296	ED144871	TM006355	ED144955	UD017399	ED145041
SO010299	ED144872	TM006356	ED144956	UD017400	ED145042
SO010300	ED144873	TM006389	ED144957	UD017402	ED145043
SO010313	ED144874	TM006391	ED144958	UD017403	ED145044
SO010315	ED144875	TM006394	ED144959	UD017404	ED145045
SO010316	ED144876	TM006400	ED144960	UD017405	ED145046
SO010317	ED144877	TM006410	ED144961	UD017406	ED145047
SO010318	ED144878	TM006417	ED144962	UD017407	ED145048
SO010319	ED144879	TM006440	ED144963	UD017408	ED145049
SO010320	ED144880	TM006443	ED144964	UD017409	ED145050
SO010321	ED144881	TM006457	ED144965	UD017410	ED145051
SO010322	ED144882	TM006459	ED144966	UD017411	ED145052
SO010323	ED144883	TM006463	ED144967	UD017412	ED145053
SO010324	ED144884	TM006480	ED144968	UD017413	ED145054
SO010325	ED144885	TM006482	ED144969	UD017414	ED145055
SO010326	ED144886	TM006483	ED144970	UD017415	ED145056
SO010327	ED144887	TM006484	ED144971	UD017416	ED145057
SO010328	ED144888	TM006485	ED144972	UD017417	ED145058
SO010329	ED144889	TM006486	ED144973//	UD017418	ED145059
SO010331	ED144890	TM006487	ED144974	UD017422	ED145060
SO010332	ED144891	TM006494	ED144975	UD017423	ED145061
SO010333	ED144892	TM006505	ED144976	UD017424	ED145062
SO010334	ED144893	TM006508	ED144977	UD017425	ED145063
SO010358	ED144894	TM006527	ED144978	UD017426	ED145064//
SO010360	ED144895	TM006529	ED144979	UD017428	ED145065
SO010363	ED144896	TM006530	ED144980	UD017429	ED145066
SO010364	ED144897	TM006531	ED144981	UD017447	ED145067
SO010365	ED144898	TM006533	ED144982	UD017448	ED145068
SO010366	ED144899			UD017449	ED145069
SO010367	ED144900			UD017450	ED145070
				UD017451	ED145071
				UD017452	ED145072
				UD017483	ED145073

New Thesaurus Terms

The following Descriptors have been added to the ERIC system since the publication of the seventh edition of the *Thesaurus of ERIC Descriptors* (published by Macmillan Information, Fall 1977, \$9.95).

Main Terms appear in all capital letters. Synonyms, referring the user to Main Terms, appear in upper and lower case. The dates following Main Terms indicate the month and year in which they were approved. The following abbreviations are used: SN = Scope Note; UF = Used For; Use = refers the user from a Synonym to a Main Term.

Academic Advisement

USE EDUCATIONAL COUNSELING

ACCESS TO EDUCATION Sep. 1977

SN Accessibility of an education to a student (including access to appropriate educational facilities, institutions, materials, and personnel).

UF Educational Access

ANTHROPOLOGICAL LINGUISTICS

Oct. 1977

SN Application of anthropological and linguistic techniques to the study of speech communities, particularly those with no writing system; attention is given to specific interrelationships in the concurrent and systematic development of culture and language.

UF Linguistic Anthropology

BIRTH

Oct. 1977

UF Childbirth
Labor (Childbirth)
Parturition

CANADA NATIVES

Aug. 1977

SN Peoples indigenous to Canada (Canada's American Indians, Eskimos, or peoples whose ancestry is mixed with these groups).

CARTOGRAPHY

Aug. 1977

SN Science or art of making maps.

UF Mapping

CLINICAL PSYCHOLOGY

Oct. 1977

SN Branch of psychology devoted to psychological methods of diagnosing and treating mental and emotional disorders, as well as research into the causes of these disorders and the effects of therapy.

College Enrollment

USE ENROLLMENT

College Registration

USE SCHOOL REGISTRATION

Diagnosis

USE IDENTIFICATION

ENDOWMENT FUNDS

Sep. 1977

SN Capital sums set aside as sources of income--the principal of each sum is usually left intact and invested, while the income may be expended.

UF Educational endowments

ETHNICITY

Oct. 1977

SN Identification with a specific kind of ethnic character, quality, or peculiarity; awareness of the ethnic character of oneself or others.

UF Ethnic Consciousness
Ethnic Identification

EVALUATORS

Sep. 1977

SN Individuals who collect information according to a design and use such information as a basis for judging either the absolute or relative value of programs, products, or personnel.

UF Evaluation Specialists

FACULTY DEVELOPMENT

Oct. 1977

SN Activities to encourage and enhance faculty professional growth.

UF Faculty Growth
Faculty Improvement

FEDERAL REGULATION

Sep. 1977

SN Federal government control or influence based on legislation.

UF Federal Control

GOVERNMENT SCHOOL RELATIONSHIP

Sep. 1977

SN Any interaction of an educational institution or school district with a local, provincial, or central government.

UF School Government Relationship

GRIEF

Sep. 1977

SN Emotional state of intense sadness associated with external loss or deprivation.

UF Mourning

GYNECOLOGY

Oct. 1977

SN Branch of medicine dealing with the diseases, hygiene, and reproduction functions of females.

HEARINGS

Sep. 1977

SN Sessions in which witnesses are heard and testimony is recorded (Note: For U.S. Congressional hearings, coordinate "Hearings" with such Identifiers as "Congress," "Congress 95th," etc.).

UF Public Hearings

IMMERSION PROGRAMS

Aug. 1977

SN Educational programs in which all curriculum materials are taught in a second language, generally at the elementary level and almost always within the context of a first language school.

INSTITUTIONAL AUTONOMY

Sep. 1977

SN Freedom of an institution to act without external control.

INTELLECTUAL HISTORY

Aug. 1977

SN Branch of history that deals with the evolution of ideas, how these ideas were influenced by various factors, and what happens to these ideas or thoughts among people in a given society.

Interest Centers

USE CENTERS OF INTEREST

LANGUAGE MAINTENANCE

Oct. 1977

SN The maintenance of a given language rather than its displacement by another language (includes maintaining the languages of cultural minority groups through family practices, rituals, concerted educational endeavors with society at large, etc.).

Liability (Responsibility)

USE LEGAL RESPONSIBILITY

Minimum Competencies

USE BASIC SKILLS

NONCAMPUS COLLEGES

Oct. 1977

SN Post-secondary institutions which dispense with the fixed campus in favor of rented, borrowed, or mobile facilities in many locations.

PERSPECTIVE TAKING

Oct. 1977

SN The ability to perceive, or to react to, given situations (whether physical, social, or emotional) from other than one's own egocentric point of view.

UF Role Taking

PHARMACEUTICAL EDUCATION

Aug. 1977

SN Formal study of the art and science of preparing and dispensing drugs and medicine.

POPULAR CULTURE

Sep. 1977

SN Artistic and commercial expressions which reach a majority of the people through mass media, mass production, or transportation.

UF Mass Culture
Pop Culture

PRAGMATICS

Aug. 1977

SN The study of systematic relations of linguistic forms (words, expressions, and symbols) to situational contexts or settings.

Priority Determination

USE NEEDS ASSESSMENT

PRIVACY

Oct. 1977

SN Condition whereby individuals or their properties are free from unwarranted scrutiny.

PROXIMITY Aug. 1977

SN Relative nearness in time, place, relationship, etc. (Note: Prior to Aug. 1977, the instruction "Proximity, use Distance" was carried in the Thesaurus).

QUALITY OF LIFE Sep. 1977

SN Any combination of objective standards and subjective attitudes, both other- and self-imposed, by which individuals and groups assess their life situations.

UF Life Quality

Registration in School

USE SCHOOL REGISTRATION

RESOURCE ROOM PROGRAMS Oct. 1977

SN Special classroom programs in which a specially trained teacher provides instructional support for students referred by regular classroom teachers.

RETRENCHMENT Aug. 1977

SN Reduction of costs or efforts, usually as an economic necessity.

RURAL NONFARM RESIDENTS

Aug. 1977

STATE HISTORY Aug. 1977

SN History associated with individual states within the United States.

SURGERY Oct. 1977

SN Branch of medicine which treats trauma and diseases wholly or in part by manual and operative procedures.

UF Operations (Surgery)

Transcripts (Academic)

USE ACADEMIC RECORDS

ERIC

OPERATED BY:

ORDER FORM

SHIP TO: _____

- BILL TO: _____

Date _____

Signature _____

Title _____

MICROFICHE (MF)

PAPER COPY (HC)

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	TOTAL
		MF	HC		
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
DEPOSIT ACCT. NO. _____		POSTAGE			
		TOTAL			

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	1 lb. 75 or fewer MF or HC Pages	2 lbs. 76-150 MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8 lbs. Each Additional 75 MF or HC Pages
.13	.24	.30	.41	.52	.63	.74	.85	.96	.08

*Expedited delivery is available by requesting UPS delivery and including payment. Charges vary depending upon total weight of order and final destination. The chart below gives maximum charges for this service from Arlington, Virginia. It will be the customers' responsibility to calculate the correct amount, or to send in the maximum amount. Overpayments will be refunded upon request.

*** CHART FOR DETERMINING UPS CHARGES**

1 lb. 75 or Fewer MF or HC Pages	2 lbs. 76-150 MF or HC Pages	3 lbs. 151-225 MF or HC Pages	4 lbs. 226-300 MF or HC Pages	5 lbs. 301-375 MF or HC Pages	6 lbs. 376-450 MF or HC Pages	7 lbs. 451-525 MF or HC Pages	8+ lbs. Each Additional 75 MF or HC Pages
Not to Exceed \$0.99	Not to Exceed \$1.27	Not to Exceed \$1.55	Not to Exceed \$1.84	Not to Exceed \$2.12	Not to Exceed \$2.40	Not to Exceed \$2.69	Cost may range from \$2.97 to \$14.85

Revised July 1977

GENERAL INFORMATION

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION

Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of \$200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS

Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing \$2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)

A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Veilum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE

Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 75 microfiche or 75 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of Resources in Education average \$160.00 per month at the rate of 8.7¢ per microfiche.

BACK COLLECTIONS (Postage extra)

Reports in <i>Research in Education</i> for 1966 and 1977	\$ 385.06
Reports in <i>Research in Education</i> for 1968	1,159.36
Reports in <i>Research in Education</i> for 1969	1,383.21
Reports in <i>Research in Education</i> for 1970	1,408.36
Reports in <i>Research in Education</i> for 1971	1,643.69
Reports in <i>Research in Education</i> for 1972	1,701.28
Reports in <i>Research in Education</i> for 1973	1,481.70
Reports in <i>Research in Education</i> for 1974	1,548.60
Reports in <i>Resources in Education</i> for 1975	1,734.61
Reports in <i>Resources in Education</i> for 1976	1,817.52
Reports in <i>Resources in Education</i> for 1977 (estimated)	1,800.00

AIM/ARM MICROFICHE COLLECTIONS (postage extra) \$0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) \$0.162/fiche

SPECIAL COLLECTIONS (postage extra)

<i>Office of Education Research Reports 1956-65</i>	\$ 404.43
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	144.57
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	175.31
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	112.12
<i>Selected Documents on the Disadvantaged</i>	334.28
<i>Selected Documents in Higher Education</i>	153.48
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i>	79.67
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	44.41
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	57.71

How to Order Resources in Education

Purchase from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Title	GPO Price
Resources in Education	Yearly Subscription (12 issues)
Monthly Abstract Journal.	Domestic \$42.70
	Foreign \$53.40
	Single Issues
	Domestic \$3.60
	Foreign \$4.50
Resources in Education	Yearly Subscription (2 volumes)
Semiannual Indexes (Subject, Author, Institution)	Domestic \$18.00
	Foreign \$22.50
	Single Issues
	Domestic \$9.00
	Foreign \$11.25

Address inquiries about missing issues or other service problems to:

CIB Service Section
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 202 275-3050

Depository Libraries should contact:

Director
Library & Statutory Distribution Service (SL)
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 703 557-2050

- Stay up to date on every recent development in your field!
- Articles of vital importance to you can now be located quickly and easily!

CURRENT INDEX TO JOURNALS IN EDUCATION

The Monthly Guide to What's Happening in Education

- References to the most current periodical literature
- Brief annotations outlining the scope and substance of most articles indexed
- Subject, author, journal contents, and main entry indexes

CJIE covers over 700 major journals devoted to all areas of education. Over 20,000 articles are indexed annually—using from three to seven subject headings each. More than 152,638 articles have been indexed from 1969 through June 1977.

You can't read all the educational journals but with **CJIE** you can keep informed. **CJIE** makes it possible for you to quickly locate complete bibliographic information, plus interpretive summaries of any article published anywhere in the world on any educational subject.

CJIE is published monthly in cooperation with the *Educational Resources Information Center* (ERIC), a vital part of the *National Institute of Education*.

Examination copies of CJIE are available upon request.

Annual Cumulations

1969, 1970, 1971, 1972, 1973, 1974

\$75.00 per year

Semiannual Cumulations (2 volumes per year)

1975 (Jan-June); 1975 (July-Dec)

\$37.50 per volume

1976 (Jan-June); 1976 (July-Dec)

\$37.50 per volume

1977 (Jan-June); 1977 (July-Dec)—Available May 1978

\$37.50 per volume

1978 Monthly Index

\$70.00

1978 Monthly Index plus Semiannual Cumulations

\$130.00

1978 Semiannual Cumulations

\$37.50

Please direct your orders to: **MACMILLAN INFORMATION**
 A Division of Macmillan Publishing Co., Inc.
 100D Brown Street
 Riverside, New Jersey 08075

THESAURUS OF ERIC DESCRIPTORS—SEVENTH EDITION

This is the definitive vocabulary of education, developed and brought up to date by educators who review the literature in the field. The *Thesaurus* is the source for all subject headings (descriptors) used for indexing and for retrieval of documents and report literature in the ERIC collection. This new edition will include, for the first time, the total number of *Resources in Education* abstracts and the total number of *Current Index to Journals in Education* articles assigned the descriptor. You will now be able to determine, in advance, the extent of your research by knowing the exact number of documents or articles available to you.

The **Thesaurus of ERIC Descriptors** may be purchased for \$9.95 from Macmillan Information at the address given above.

Books to help you use ERIC effectively and economically!

ANNUAL CUMULATIONS OF RESOURCES IN EDUCATION

ERIC EDUCATIONAL DOCUMENTS (RIE) ABSTRACTS

These volumes bring together, in succinct abstract form, reports covering current, significant topics in the field of education. They provide ready reference to trends and new curriculum developments, school operations, teaching methods, library services, and literally hundreds of other subjects of urgent concern to professional educators. Each abstract cites the author, source, publication date, availability, and price of the original report; and most abstracts provide a clear, concise summary of the report's contents and conclusions.

Included are all reports which have appeared in *Resources in Education*, a monthly report announcement journal available through the Government Printing Office.

Calendar years are bound in separate volumes.

1968/1969/1970/1971/1972/1973/

1974/1975

\$60.00 per volume

1976 (2 vol. set)/1977 (2 vol. set)

\$75.00 (per set)

ERIC EDUCATIONAL DOCUMENTS (RIE) INDEX

Gathered for the first time in one source are the indexes to all research documents in the ERIC collection: *Research in Education*, 1966 through 1974; *The ERIC Catalog of Selected Documents on the Disadvantaged*; and *Office of Education Historical Reports*, 1956 through 1965.

These subject-author indexes provide titles and identification/accession numbers to the documents and report literature announced in the monthly issues of RIE. The use of these indexes reduces the number of sources previously necessary for retrospective searching in the ERIC document collection.

1966-1969 (2 vol.)

\$70.00

1970-1971/1972/1973/1974/1975/

1976/1977

\$45.00/volume

ERIC EDUCATIONAL DOCUMENTS INDEX—INSTITUTIONS 1966-1971

This index is an alphabetical listing of all organizational sources of documents and report literature announced in the monthly issues of RIE from November 1966 through December 1971. Also included are titles and identification/accession numbers to all documents cited in *Office of Education Historical Reports* 1956-1965,

resumes and Catalog of Selected Documents on the Disadvantaged. As a companion to the *ERIC Educational Documents Indexes* listed above, the user now has access to all major entry points to the massive ERIC data file.

\$20.00

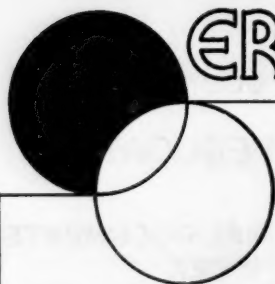
ERIC BIBLIOGRAPHIES

The following bibliographies provide access to all documents processed by ERIC on a given subject; they are designed to serve the information needs of researchers in specific areas of specialization.

Each volume includes citations derived by searching the ERIC data base utilizing a profile of subject terms from the *Thesaurus of ERIC Descriptors*. Journal articles pertaining to the subject and indexed by CIJE are also included. Each volume is organized into four sections: *ERIC Documents*, *ERIC Journal Articles*, *Subject Index*, and *Author Index*.

<i>Career Education</i>	\$11.50
<i>Early Childhood Education</i>	11.50
<i>Educational Finance</i>	9.95
<i>ERIC Information Analysis Products</i>	
1967-1972	14.95
<i>Library and Information Sciences</i>	11.50
<i>Reading: An ERIC Bibliography</i>	
1970-1972	11.50
<i>Social Studies and Social Education</i>	11.50

Please direct your orders to: MACMILLAN INFORMATION
A Division of Macmillan Publishing Co., Inc.
100D Brown Street
Riverside, New Jersey 08075



ERICTAPES ERICTOOLS

HAVE A COMPUTER?

LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) data base is available on magnetic tape in a variety of formats and options from Operations Research Incorporated. Under special authorization from the National Institute of Education (DHEW), these tape files are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of education research. Report literature (announced in *Resources In Education*) is covered from 1966 to date, and journal article literature (announced in *Current Index to Journals in Education*) is covered from 1969. Monthly, quarterly, and annual updates are available for both *RIE* and *CJIE*, so that the files may be kept current.

The basic files are available in either the ERIC Format (IBM 360 OS) or in the Library of Congress MARC II Format. These files include the complete resume, (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of periph-

eral files, including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also available on magnetic tape, and almost any segment of the master files is obtainable on Special Order.

The files may be purchased individually or as a collection, and substantial discounts are available on annual subscriptions for updates. The files are written on new, high quality, 9-track tapes (600-1200, or 2400-ft., as appropriate) at either 1600 or 800 BPI and are guaranteed. Prices per tape reel start as low as \$50.

NO COMPUTER?

LOOK AT ERICTOOLS!

For organizations without access to a computer.* ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, which have heretofore been available only internally to components of the ERIC network. The *Title Index* provides access by document title. The *Source Directory* provides access to all organizational names used in the system, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Project Number; Contract Number; Grant Number; and Clearinghouse Accession Number.

The documents are available individually and on annual subscription at a discounted price. Prices start from as low as \$10 for some individual documents.

*Many of these documents are also valuable tools for computer searchers.

For additional information, complete and mail the reply form or call: **ERICTAPES/ERICTOOLS (301) 656-9723**
Operations Research Incorporated 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20814

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW

ERICTAPES

- ☐ REPORT RESUME LINEAR FILES (ERIC Format) **Resources in Education (formerly Research in Education) (RIE)**
- ☐ JOURNAL RESUME LINEAR FILES (ERIC Format) **Current Index to Journals in Education (CJIE)**
- ☐ REPORT RESUME LINEAR FILES (MARC II Format) **RIE**
- ☐ JOURNAL RESUME LINEAR FILES (MARC II Format) **CJIE**
- ☐ PERIPHERAL FILES Postings Files (Descriptors Identifiers. Sources): Thesaurus
- ☐ SPECIAL ORDERS Back Files, Sequences, CH Collections, etc.

ERICTOOLS

- ☐ ERIC Network Working Documents
Title Index, Sources, Indexes, etc.

Name _____

Organization _____

Address _____

City _____

State _____ Zip _____

(Order forms will accompany all descriptive material)

ERIC Network Components

There are currently sixteen (16) ERIC Clearinghouses, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index the documents announced in *Resources in Education (RIE)*. They also prepare interpretive summaries and annotated bibliographies dealing with high interest topics and based on the documents analyzed for *RIE*; these information analysis products are also announced in *Resources in Education*.

ERIC Clearinghouses:

CAREER EDUCATION (CE)

Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, Ohio 43210

COUNSELING AND PERSONNEL SERVICES (CG)

University of Michigan
School of Education Building, Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48104

EARLY CHILDHOOD EDUCATION (PS)

University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT (EA)

University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED CHILDREN (EC)

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES (IR)

Area Instructional Technology
School of Education
Syracuse University
Syracuse, New York 13210

JUNIOR COLLEGES (JC)

University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

READING AND COMMUNICATION SKILLS (CS)

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS (RC)

New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

1200 Chambers Road
Third Floor
Columbus, Ohio 43212

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION (SP)

American Association of Colleges for
Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT, AND EVALUATION (TM)

Educational Testing Service
Princeton, New Jersey 08540

URBAN EDUCATION (UD)

Teachers College
Columbia University
Box 40
New York, New York 10027

EDUCATIONAL RESOURCES INFORMATION CENTER

(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-5555

ERIC PROCESSING & REFERENCE FACILITY

4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

ERIC DOCUMENT REPRODUCTION SERVICE

P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

MACMILLAN INFORMATION

866 Third Avenue
New York, New York 10022
Telephone: (212) 935-4300

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

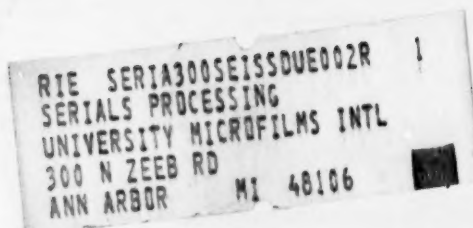
POSTAGE AND FEES PAID
U.S. DEPARTMENT OF HEW
HEW 398



SPECIAL 4th CLASS RATE BOOK

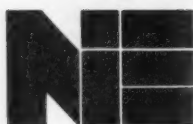
SUBJECT INDEX

AUTHOR INDEX



INSTITUTION INDEX

**CLEARINGHOUSE NUMBER/ED NUMBER
CROSS REFERENCE INDEX**



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION

